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ABSTRACT

In order to determine the educational needs of currently enrolled students, the College of Alameda developed a comprehensive questionnaire designed to identify sub-groups within the student population and to elicit information on reasons for attending the college, educational and degree objectives, instructional and support service needs, and awareness of and suggestions for modification of campus procedures and policies. The questionnaire was distributed to students enrolled in 20% of the classes offered in each discipline during fall 1976. The 1615 completed questionnaires represented responses from 21% of the total student population. This document presents the detailed results of the study for the overall student enrollment, and for (1) day, evening, and Saturday respondents, (2) disabled respondents, (3) extended opportunity program respondents, (4) full-time and part-time respondents, (5) male and female respondents, (6) minority and ESL respondents, (7) new and continuing respondents, (8) non-degree respondents, (9) older adult respondents, (10) outreach respondents, and (11) veteran respondents. Recommendations based on study results are presented, and the open-ended comments of the respondents and survey instrument are appended. (DC)

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•EDUCATIONAL NEEDS ASSESSMENT

FALL·1977

JC 770 532

EDUCATIONAL NEEDS ASSESSMENT OF COLLEGE OF ALAMEDA STUDENTS ENROLLED DURING FALL QUARTER 1976

by

College of Alameda
Educational Needs Assessment Committee

Linda Medsker, *Chairperson*

James Annas
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Gratefully,
Linda Medsker

To Linda Medsker:

Members of the Educational Needs Assessment Committee wish to give our special thanks to you for conceiving the idea for this study and for your dedication and outstanding leadership which helped guide us and bring this project to completion.

Elsie, Marge, David, Juan, Ralph, Jim and Jeff

I. INTRODUCTION

Historical Background

Educational decisions which directly or indirectly affect students are frequently made with little or no input from the students themselves. The following report represents an attempt by the Educational Needs Assessment Committee to evaluate the perceived educational needs of 1615 students who were enrolled at the College of Alameda in November, 1976.

The Educational Needs Assessment Committee is an ad-hoc subcommittee of the College Advisory Council on Policy and Programs. In the Spring of 1976, Linda Medsker, chairperson of the Educational Needs Assessment Committee and director of this research project, suggested to the Advisory Council that an examination of educational needs (as perceived by the students themselves) in relation to programs and services currently offered at the College of Alameda would give college personnel increased guidance in development of new and/or revision of existing instructional programs and support services at the College. The members of the Advisory Council agreed that there was a need for research in this area and encouraged Ms. Medsker to form an ad-hoc sub-committee to undertake this research endeavor.

Funding for this project was partially provided by a grant received from the Peralta District's Faculty-Initiated Projects Program.

Objectives

The general objective of the Educational Needs Assessment survey were translated into the following research questions:

1. How do currently enrolled students at the College of Alameda during the Fall Quarter of 1976 perceive their educational needs with regard to instructional programs and support services?

2. Do sub-groups of students within the general student population (minorities, disabled students, etc.) have special educational needs?

3. How aware are students of various College policies which may affect their educational experiences at the College of Alameda? What changes in these policies would they like to see made?

These research questions became the basis for development of the questionnaire (see Appendix 3).

Methodology

Time Sequence

May/June 1976:

a) Establishment of Educational Needs Assessment Committee.
b) Development of preliminary questionnaire.

Sept./Oct. 1976:

a) Development and finalization of questionnaire.
b) Questionnaire administered to several pilot classes.
c) Selection of classes to be surveyed.

Nov. 1-19, 1976:	a) Questionnaire printed. b) Instructors contacted. c) Data processing program written.
Nov. 22-30, 1976:	a) Questionnaire administered in selected classes.
Dec. 1-10, 1976:	a) Completed questionnaires keypunched.
Dec. 15-31, 1976:	a) Data processing program tested. b) Computer printout of results.
Jan.-June, 1977:	a) Translation of computer data into workable tables. b) Drafts and final report written.
July-Aug., 1977:	a) Final report printed and distributed.

Instrumentation

The Educational Needs Assessment Committee designed a comprehensive questionnaire (Appendix 3) to elicit information from the survey population in the following areas:

1. Identification of sub-groups within the total population:
   a) Day, Evening and Saturday Respondents
   b) Disabled Respondents
   c) E.O.P.S. Respondents
   d) Full-time and Part-time Respondents
   e) Men and Women Respondents
   f) Minority and ESL Respondents
   g) New and Continuing Respondents
   h) Non-degree Respondents
   i) Older Adult Respondents
   j) Outreach Respondents
   k) Veteran Respondents
2. Reasons for enrolling at the College of Alameda.
3. Educational and degree objectives as of Nov., 1976.
4. Instructional (curricular) needs.
5. Support service needs.
6. Awareness of and suggested modifications for various campus procedures and policies.

The questionnaire was constructed to facilitate the majority of student responses into a keypunch format. A few questions were open ended, requiring a written response. The final question invited students to comment with regard to areas that had not been addressed elsewhere in the questionnaire. The responses to the open-ended questions are either summarized in the "All Survey Respondents" sub-report or are appended at the end of the report (Appendix 1).

Study Population and Data Collection

Twenty percent of the classes offered in each discipline during the Fall 1976 quarter at the College of Alameda were selected in an effort to include students enrolled in entry through advanced levels of occupational programs; students enrolled in general academic classes; day, evening, and Saturday students; and students participating in the Outreach program. Of the 101 classes (including alternates) initially selected, 94 (93%) were involved in the study. At the time the questionnaire was administered, students were requested not to complete the questionnaire again if they had already completed it in another class. Approximately 247 students had completed the questionnaire in another class.

The following table indicates the class selected, the time when the class was held, a time code, the number of questionnaires distributed, the number of questionnaires returned completed, and the number of students who had already completed the questionnaire in another class. Although 1624 questionnaires were returned completed, nine were returned too late to be keypunched. A total of 1615 completed questionnaires, or 54.8% of those distributed, were keypunched and these comprise the sample.

Table Intro-1.
Class and Student Participation in Fall 1976 Educational Needs Assessment Survey at College of Alameda

Class Title	Time	Time code	No. of Q's* distributed	No. of Q's* returned completed	No. of students who completed Q's* in another class
American Indian History and Culture (Anthropology)	12-1 MWThF	A	55	13	?
Design (Art)	9-11 MW	M	35	23	0
Introduction to Art History (Art)	10-11 MW	M	45	26	0
Painting (Art)	7-9 p.m. TTh	E	18	11	1
Women in Art (Art)	9-12 Sa	S	15	14	0
Principles of Oxy. Welding & Basic Auto Body Repair (Auto Body & Paint)	+10-3 Daily	A	20	19	?
Auto Painting Apprenticeship (Auto Body & Paint)	6:30-9:30 p.m. W	E	22	21	?
Beginning Automotive Chassis (Auto Mech.)	+11:30-5 TWThF	A	26	21	0
Automatic Transmission (Auto Mech.)	6:30-9:30 p.m. TTh	E	25	16	0
Basic Tune-up & Pollution Control (Auto Mech.)	8-2 Sa	S	0	0	0
Aircraft Power Plant (Aviation Maint.)	+7:30-1:30 MTWTh	M	27	21	1
Aircraft Assembly and Rigging (Aviation Maint.)	6-9 p.m. MW	E	30	27	?
Private Pilot's Ground School (Aviation Ops)	7-10 p.m. TTh	E	45	28	4
Introduction to Biology (Biology)	10-11 MTWTh	M	45	17	11
Zoology (Biology)	1-3 MW	A	0	0	0
Principles of Accounting (Business)	+9-10:30 Daily	M	45	34	4
Introduction to Business (Business)	4:30-7 p.m.	LA	40	20	4
Introduction to Business Law (Business)	7-9 p.m.	E	50	22	?
Business English (Business)	12-1 MWThF	A	95	47	15
Business Math (Business)	9-10 Daily	M	70	41	0
Investments & Cash Management — Advanced (Business)	8-12 Sa	S	25	12	?
Electro. & Heat Trans. Copiers & Dupl. Lab. (Business Equip. Tech.)	8-12 Daily	M	12	12	0
Introduction to Chemistry (Chemistry)	2-5 MW	A	26	12	3
Modern Dance Tech. Beginning (Dance)	1-2:30 MW	A	27	9	10
Ethnic Dance Forms: Afro Haitian Dance (Dance)	7-10 p.m.	E	30	17	2

Table Intro-1. (Continued)
Class and Student Participation in Fall 1976 Educational Needs Assessment Survey at College of Alameda

Class Title	Time	Time code	No. of Q's* distributed	No. of Q's* returned completed	No. of students who completed Q's* in another class
Data Processing Workshop (Data Processing)	9-12 Daily	M	30	18	3
Dental Science & Oral Anatomy (Dental Assisting)	8-9 MWF	M	36	29	3
Heavy Duty Truck Mechanics (Diesel Mech.)	11:30-3:30 Daily	A	18	15	0
Advance Acting (Drama)	9-11:30 MW	M	25	18	?
Principles of Microeconomics (Economics)	2-3 Daily	A	20	7	?
Fundamentals of Composition (English)	8-9 MTWTh	M	30	17	7
Basic Composition and Reading (English)	12-1 MWThF	A	34	10	7
Composition and Reading (English)	7-9 p.m. MW	E	25	6	?
Reading Skills (English)	10-11 MWF	M	60	47	7
English as a Second Language (English)	8-9 Daily	M	40	22	?
Children's Literature (English)	9-12 Sa	S	23	9	?
Survey of Latin, Mexican-American and Afro-Latin Writings (English)	12-1 MWThF	A	30	19	?
Creative Writing: Fiction (English)	11-12 Daily	M	25	13	7
Effective Library Techniques (English)	1-2:30 TTh	A	30	17	4
Man and His Environment (Environmental Studies)	8-1 Sa	S	0	0	0
Fundamentals: Apparel Construction Tech. (F.A. 1A) (Fashion Arts)	1-4 TTh	A	36	14	7
Custom Draping and Design (F.A. 11C **and** 11D) (Fashion Arts)	8-12 MTWTh	M	15	9	0
Millinery (Fashion Arts)	6-9 p.m. MW	E	15	15	0
Fundamental Design Tech. (F.A. 3B) (Fashion Arts)	9-1 F	M	15	10	0
French I (French)	7-9:30 p.m. MW	E	30	19	3
Career Exploration (Occ. Coop. Educ.) (Gen. Studies)	12-1 M	A	30	14	7
Career Advancement (Occ. Coop. Educ.) (Gen. Studies)	6-7 p.m. M	E	30	21	2
Career Advancement (Occ. Coop. Educ.) (Gen. Studies)	4:30-5:30 M	LA	22	18	3
Exploring Life Styles (Gen. Studies)	5:30-7 p.m. MW	E	15	13	0
Selecting an Employer (Gen. Studies)	1-3 M	A	25	9	3
Getting Your Head Together (Gen. Studies)	12-2 Th	A	17	10	7
The Veterans' Perspective (Gen. Studies)	6-7 p.m. T	E	18	13	0

Table Intro-1. (Continued)
Class and Student Participation in Fall 1976 Educational Needs Assessment Survey at College of Alameda

Class Title	Time	Time code	No. of Q's distributed	No. of Q's returned completed	No. of students who completed Q's in another class
Physical Geography (Geography)	7-9:30 p.m. MW	E	50	34	6
Introduction to Health Education (Health Education)	10:30-12 TTh	M	45	14	8
European Civilization (History)	10-11 Daily	M	35	25	2
Introduction to Asian History and Culture (History)	11-12 Daily	M	25	10	4
Twentieth Century America (History)	4:30-7 p.m. TTh	LA	30	5	?
Eminent Lives in American History (History)	9-10 Daily	M	35	16	0
Introduction to Humanities (Humanities)	10-12 MW	M	28	18	4
Arithmetic Review (Math)	2-4:30 MW	A	15	3	?
Beginning Algebra (Math)	9-10 Daily	M	45	31	1
Intermediate Algebra (Math)	3-5:30 MTh	LA	13	4	?
Trigonometry (Math)	7-9:30 p.m. MW	E	19	16	0
Math for Liberal Arts Students (Math)	11-12 Daily	M	35	7	?
Analytic Geometry and Calculus (Math)	11-12 Daily	M	60	40	3
Assisting the Physician (Medical Assist.)	+11-5 MWTh	A	40	30	2
Basic Music Theory (Music)	11-12 MTWTh	M	35	19	5
History of Jazz in America (Music)	10-11 MWF	M	35	14	?
Elementary Classic Guitar (Intermediate and Advanced) (Music)	6-8 p.m. W	E	18	11	1
Transitional Typing (Office Education)	8-1 Sa	S	28	17	0
Business Machines (Office Education)	5:30-8 p.m. TTh	E	16	9	1
Beginning Typing (Office Education)	2-3 MWF	A	20	8	8
Clerical Office Procedure & Employment Orientation (Office Education)	+11-1 Daily	M	40	24	2
Social & Political Philosophy (Philosophy)	4:30-7 MW	LA	36	9	1
Basketball (Phys. Educ.)	9-10 TTh	M	40	20	?
Creative Exercise (Phys. Educ.)	10-12 F	M	15	10	?
Rebound Tumbling - Trampoline (Phys. Educ.)	10-11 MW	M	25	17	3
Volleyball (Phys. Educ.)	7-8 p.m. MW	E	0	0	0
Weight Training (Phys. Educ.)	10-12 Sa	S	30	8	7
Holistic Physical Education (Phys. Educ.)	3-4 TTh	A	15	7	7

Table Intro-1. (Continued)
Class and Student Participation in Fall 1976 Educational Needs Assessment Survey at College of Alameda

Class Title	Time	Time code	No. of Q's* distributed	No. of Q's* returned completed	No. of students who completed Q's* in another class
Physics for Liberal Arts Students (Physics)	9-10 Daily	M	0	0	0
American Political Institutions (Pol. Sci.)	1-3:30 TTh	A	0	0	0
The Presidency (Pol. Sci.)	12-1 MWThF	A	20	13	2
Gov't. and Politics in the U.S. (Pol. Sci.)	9-10 Daily	M	35	34	4
Psych. of Minority Groups ((Psych.)	11-12 Daily	M	0	0	0
General Psychology — Basic Psych. (Psych.)	1-2 Daily	A	65	38	?
Introduction to Human Behavior (Psych.)	1-3:30 WF	A	25	17	0
Childhood and Adolescence (Psych.)	8-10 TThF	M	35	24	8
Introduction to Social Science (Soc. Sci.)	12-1 MWThF	A	58	13	24
Principles of Sociology (Socio.)	7-9:30 p.m. MW	E	40	21	0
Minorities in American Society (Socio.)	7:9:30 p.m. TTh	E	50	12	?
Spanish I (Spanish)	10-11 Daily	M	45	19	4
Fundamentals of Speech Communication (Speech)	2-3:40 MWTh	A	10	3	2
Custom Upholstery (1 and 2) (Uphols.)	+8-1:30 Daily	M	35	15	?
Upholsterer Apprenticeship (Uphols.)	7-9:30 p.m. TTh	E	35	7	?
OUTREACH CLASSES:					
Principles of Accounting	5-8 TTh	E	10	7	0
Salesmanship	5-7 T	E	38	21	10
Beginning Shorthand	5-8 T	E	25	11	0
Partners in Transition	7:30-9:30 p.m. W	E	20	9	3
Psych. of Human Relations	2-5 W	LA	25	19	0
Basic Progressed Medical Term.	12-1:30 TTh	A	24	20	0

Time Codes
M = Morning
A = Afternoon
LA = Late Afternoon
E = Evening
S = Saturday

*Q = Educational Needs Assessment Questionnaire

Many instructors apparently overestimated the number of questionnaires they would need to administer. It should be pointed out, however, that the absenteeism rate in classes at the College was high during the first three days the questionnaire was administered due in part to: 1) the distribution of financial aid checks to students in the alpha range A to M on Monday, November 22; 2) the close time proximity to Thanksgiving vacation; and 3) a seemingly high incidence of various viruses and other illnesses among students and staff during this period of time.

The 1615 completed questionnaires represent responses from 21% of the total student population at the October 26 census, but the extent of the attrition between October 26 and November 22 is not known.

Because the Educational Needs Assessment survey was administered during the 10th week of the quarter, the survey does not include the responses of students who had withdrawn from the College sometime between September 15 and November 22. Although the logistics of printing the questionnaire prevented this survey from being administered any earlier in the quarter, a survey of this nature should ideally be administered during the second or third week of a new term.

Sampling Bias

The students who completed the questionnaire approximate the entire student population at the October 26 census date to the extent shown in Table Intro-2.

Table INTRO-2. Comparison of Student Demographic and Enrollment Data Between October 4 Census, October 26 Census, and Respondents to Educational Needs Assessment Questionnaire (November 22-30).

Comparison Components	Oct. 4 Census T = 8443	Oct. 26 Census T = 7641	*Nov. 22-30 E.N.A. Survey Respondents T = 1615
Total Population day	6061	5610	1104(1)
Percent population day	71.77%(2)	73.41%(2)	68.8%(1)
Total population evening	2384	2031	308(3)
Percent population evening	28.22%(2)	26.58%(2)	19.2%(3)
Percent male	45.93%	45.72%	42.9%
Percent female	54.03%	54.23%	57.1%
Percent Amer. Indian	1.12%	1.15%	2.4%
Percent Black	41.89%	41.26%	36.3%
Percent Chicano	5.07%	5.22%	6.2%
Percent Oriental	8.08%	8.31%	10.5%
Percent Caucasian	37.41%	37.71%	40.0%
Percent Other	4.08%	4.10%	4.6%
Percent Veterans	18.48%	18.38%	21.3%
Percent Part-time	72.50%	70.43%	39.9%
Percent Full-time	27.49%	29.56%	60.0%
Ages			
Under 17-24	54.04%	54.49%	59.0%
25-34	28.33%	27.90%	25.9%
Over 35	17.61%	17.60%	15.1%

* Numbers and percentages in this column reflect students who responded to the questionnaire item. See Key to Tables, page 11, for additional information.

(1) Includes "Saturday only" and "day and Saturday" respondents.

(2) The census percentages may reflect day students who were also enrolled in evening classes, and evening students who were also enrolled in day classes.

The Educational Needs Assessment questionnaire contained a separate response column for "Day and Evening" (D and E response = 8.5% of the total survey respondents). Similarly, the census percentage for day students includes those who are taking classes on Saturday only. The Educational Needs Assessment questionnaire contained a separate response column for "Saturday only" (Sat. response = 1.4% of total survey respondents).

(3) Includes "Evening and Saturday" respondents.

With a few exceptions, the stratified sample used in the survey appears to be relatively representative of the October 26 student population. Refer to the analyses of the total group of respondents (page 13) and of the sub-populations for a more detailed comparison of characteristics.

Data Processing

Responses from the questionnaires were keypunched into cards (three cards per questionnaire). After the cards were edited for validity (to insure that the response in each position was a valid response for that position), they were used to create a Master Questionnaire File in the disk storage of a Datapoint 2200 computer. From this master file, various sub-files were created, and these were used in the actual response tabulations.

In essence, one sub-file was created for each group or category to be studied. Thus, the FEM file contained the records for all questionnaires with response "2" to Question #2; the BLK file contained the records for all questionnaires with response "2" to Question #3; and so on. Each sub-file was then run through the computer to tablulate each response position. Printed output for each response position of each sub-file varied according to the type of question. For those questions with only one response possible, the printout simply showed, for each question, the number responding and the percent which that number represented of the number of records in the file. For those questions with more than with a response to that question, the number of records with each response, the percentage of the file which each response represented. For example:

1. The DAY file contained 1,062 records (there were 1,062 questionnaires with response "1", "2", "3", or "4" to Question 15a).

2. The printout for the "Low Cost" response to Question #10 for the DAY file was:
   10. (17) 413 38.9
   This meant that 413 Questionnaires (38.9% of 1062) contained a response to that question.

3. The printout for Question 20a for the DAY file was:
   20-A. 1006 94.7 274 27.2 732 72.8
   This meant that:
   (a) Of the 1062 DAY questionnaires, 1006 (94.7%) responded to Question 20a. 56 (5.3%) did not respond.
   (b) Of those that responded, 274 (27.2% of 1006) marked Response "2" (No).

In addition, the records in the master file were sorted by Major Field and by Vocational Program, and tabulations were prepared which showed the number of respondents for each Major Field and Vocational Program and the percentage of the total number of questionnaires which each represented. No Major Field or Vocational tabulations were run from any of the sub-files.

Cross-referencing between the questionnaires and their disk file records was provided by a serial number which was assigned to each questionnaire (using a consecutive-numbering stamp) before the questionnaires were sent to keypunch. This serial number was used to bring the three cards for each questionnaire together when the master file was created, and was also used to permit reference to the questionnaires when invalid data was found during the response validating procedure.

Writing Procedure

Each member of the Educational Needs Assessment Committee had the responsibility for the initial analysis of the data and for writing the first draft of one or more of the sub-reports. Copies of the first drafts and their corresponding tables were dis-

tributed to all Committee members, who then submitted suggestions for revision to the author of the sub-report. The revised copy (second draft) of the sub-report was again distributed to members of the Committee, who met as a group to discuss and make recommendations for the final copy. The diversity of writing styles among the members of the Educational Needs Assessment Committee accounts for the variations in format and length of the following sub-reports.

Some of the statistical data between the following sub-reports may appear to be contradictory because of the terminology used by the Committee members in their interpretation and analysis of their respective sub-populations from the computer data. The reader is therefore urged to study the tables carefully when making comparisons between sub-populations.

II. KEY TO TABLES

T = Population of the sub-group.

Examples:

T = 1615 for ALL SURVEY RESPONDENTS
T = 623 for PART-TIME RESPONDENTS
T = 1062 for DAY RESPONDENTS

R = Number of responses to the question. (For questions/tables with responses which were not mutually exclusive.)

P = The percent R is of T. (Used in table headings and for questions/tables with responses which were not mutually exclusive.) P = R ÷ T

N = Number of responses to each part of the question. The vertical total N in a mutually exclusive table = R. The horizontal total of N in a non-mutually exclusive table = R.

R% = Percent N is of R. The vertical total R% in a mutually exclusive table should = 100%. The horizontal total of R% in a non-mutually exclusive table should = 100%.

Mutually exclusive and non-mutually exclusive questions and/or tables

A mutually exclusive question was one in which survey respondents were instructed to respond to only one item.

A question which was not mutually exclusive directed the students to respond to as many of the question items as applied to them. In tables representing questions which were not mutually exclusive, each item can be thought of as a separate question.

Examples of mutually exclusive and non-mutually exclusive tables:

Example #1. (Mutually Exclusive)

Table 2. Question #3 (All Students) T = 1615 R = 1576 P = 97.6%
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

ETHNIC GROUP	N	R%
American Indian/Native American	38	2.4
Black/Afro-American	572	36.3
Chicano/Latin American	98	6.2
Oriental/Asian American	165	10.5
Caucasian	630	40.0
Other	73	4.6

Example #2. (Non-mutually exclusive)

Table 1. Question #10 (All Students). T = 1615
MY REASONS FOR COMING TO THE COA WERE:

REASON	R	P
Low cost	618	38.3
COA is close to where I live	693	42.9
Prefer Qtr. system to Sem. system	628	38.9
Friends planning to enroll	87	5.4

Table Headings

The heading to each table in the following report identifies the sub-group under consideration, the population of the sub-group, the number of the question as it appeared in the Educational Needs Assessment questionnaire, and the basic content of the question.

NOTE

There are tables throughout the sub-reports where relatively low percentages of respondents indicated a need for the question item presented to them. A low percentage can, however, reflect a large number of individual students who do have a particular need. This is especially true for sub-groups with large populations. The members of the Educational Needs Assessment Committee therefore urge readers of this report to study each table carefully, and not to ignore low percentages or summarily dismiss them as being unimportant.

Similarly, there are sub-reports which represent small numbers of respondents. High percentages of a small population can be misleading, and readers are urged to remain cognizant of the number of respondents in the sub-group under consideration.

Unless otherwise indicated, percentages referred to in the sub-reports are those of students who actually responded to the question or item under consideration. These percentages are reflected in the R% and P columns.

III. RESULTS

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ALL SURVEY RESPONDENTS

(Linda Medsker)

INTRODUCTION

The Educational Needs Assessment Survey yielded 1615 questionnaires. The respondents were representative of the student population as a whole (at the October 26 census) to the extent seen in Table Intro-2, (page 9) and explained in the following narrative.

Unless otherwise indicated, 90% or more of the total survey population responded to each of the questions discussed in the following narrative.

Where appropriate, a summary of the written responses to "other" as a response choice is included in the narrative. A complete compilation of the subjective responses from the Educational Needs Assessment survey is located in the Learning Resource Center.

Age (Refer to Table ALL-1 below and Table Intro-2, page 9).

The largest single group (31%) of the respondents fell into the 19-21 age category. When two or more age groups are combined, 47% of the respondents ranged in age from 19-24, 25.9% ranged in age from 25-34, and 15.1% were 35 or older.

When compared with the students population as a whole at the October 26 census, it appears that the Educational Needs Assessment survey sample represents a slightly larger proportion of students under age 24 and a slightly smaller proportion of students age 25 or older.

Table ALL-1 — Question No. 1 (ALL RESPONDENTS) T=1615 R=1587 P=98.3:
HOW OLD ARE YOU?

Age	N	R%	Age	N	R%
16 - 18	191	12.0	28-34	225	14.2
19 - 21	492	31.0	35 - 41	101	6.4
22 - 24	254	16.0	42 - 49	70	4.4
25 - 27	186	11.7	50 or older	68	4.3

Sex (Refer to Table Intro-2, page 9).

Females comprised 57.1% and males comprised 42.9% of the total survey population. The survey population includes 2.9% more females and 2.8% fewer males than the total student population at the October 26 census.

A detailed analysis of men and women respondents begins on page 81.

Ethnic Composition

The survey respondents represented approximately the same total percentage of minority students (.5% less) as the percentage reflected in the October 26 census. The distribution of these minority groups differed as seen below. Note that the direction of the gain or loss in each category except for Indian students appeared to be a continuation of a trend seen when a comparison is made between the October 4 census and the October 26 census.

	Oct. 4 Census	Oct. 26 Census	Nov. 22-30 E.N.A. Survey
Indian/Native-American	1.1%	1.1%	2.4%
Black/Afro-American	41.3	41.3	36.3
Chicano/Latin-American	5.0	5.2	6.2
Oriental/Asian-American	8.1	8.3	10.5
Caucasian	37.4	37.7	40.0
Other	4.1	4.1	4.6

A detailed analysis of minority respondents begins on page 99.

English as a Second Language

When asked if English was the first language they learned to speak, 1344 (84.1%) of the respondents to this question replied "Yes" and 255 (15.9%) replied "No".

An analysis of respondents whose native language is other than English is incorporated in the sub-report related to minority respondents. (See page 99 .)

Veterans

Three hundred forty (21.3%) of the survey respondents indicated they were veterans. A detailed analysis of these respondents begins on page 157 .

Students with Disabling Conditions, Recurrent Health Problems, or Severe Learning Problems (Refer to Tables ALL-2, ALL-3, and ALL-4).

One hundred twenty-nine (8%) of the survey respondents indicated they had a disabling condition or recurrent health problem (Table ALL-2), 87 (5.5%) indicated they had a severe learning problem (Table ALL-3), and 93 respondents indicated that their activities were limited by their disabling condition or learning problem.

For reporting purposes, the students who responded "Yes" to questions represented in Tables ALL-2 and ALL-3 have been designated as Disabled Students. A detailed analysis of the responses of this sub-group of students begins on page 51 .

Table ALL-2 — Question No. 6a (ALL RESPONDENTS) T=1615 R=1606 P=99.4:
DO YOU HAVE ANY KIND OF DISABLING CONDITION OR RECURRENT HEALTH PROBLEM?

Response	N	R%
Yes	129	8.0
No	1477	92.0

Table ALL-3 — Question No. 6b (ALL RESPONDENTS) T=1615 R=1583 P=98.0:
DO YOU HAVE ANY SEVERE LEARNING PROBLEMS?

Response	N	R%
Yes	87	5.5
No	1496	94.5

Table ALL-4 — Question No. 6c (ALL RESPONDENTS) T=1615 R=572 P=35.4:
IF YOU DO HAVE A DISABLING CONDITION, RECURRENT HEALTH PROBLEM OR SEVERE LEARNING PROBLEM, DOES THE CONDITION OR PROBLEM LIMIT YOUR ACTIVITIES (SCHOOL, JOB, ETC.)?

Response	N	R%
Yes	93	16.3
No	479	83.7

Enrollment Status (Refer to Tables ALL-5, ALL-6, and ALL-7).

Over half of the respondents in the survey were continuing students, 37% were new students, and 4.7% had previously been enrolled but did not receive credit at the College. (Table ALL-5). A detailed analysis of the responses of new and continuing students begins on page 119 .

Less than a quarter (23.3%) of the respondents had not been enrolled at any high school or college during the past five years. (Table ALL-6). These students were asked if there were any special counseling or other services that the College of Alameda could offer to help serve them better. The responses of approximately 160 students are summarized as follows. The most frequent response was given by approximately one-third (45) of these respondents who simply said "none". The next most frequent response was given by 20 students who were satisfied with the services they had received. A few students (2-5) suggested that concise lists be available to them including information regarding specific requirements of A.A./A.S. degree majors, requirements for transfer to four-year colleges, course pre-requisites, and scholarships. A few students (6) asked for better programming assistance and career counseling and/or courses for undecided majors. A few students (2-3) asked for more simplified information for financial aid, more counselors, and more personalized, empathetic, individualized counseling. The remaining comments were made no more than once each and included varied statements or requests for more variety in evening classes, having an assigned counselor, knowledge of year-around scheduling for long-range program planning, college orientation class, help with how to study, my counselor is too busy, a course giving an overview of careers available, accurate information on job trends and potential employment markets, credit for previous work experience, and the skills and knowledge gained from these experiences. It should be noted that most of the services or information requested by students were available at the time the E.N.A. survey was conducted.

Of the 1559 respondents to the question, approximately 40% considered themselves as part-time students and 60% considered themselves as full-time students (Table ALL-7). Note that a full-time student is one who was enrolled in 12 or more units at the time of the survey.

There is a considerable discrepancy between the ratios of full-time and part-time students who responded to the questionnaire and those represented in the October 26 census. (See Table Intro-2, page 9). This discrepancy may be explained, in part, by the numbers of day (1062) and evening students (263) represented in the total sample. The surveyed day population contained 67.5% full-time students, whereas the surveyed evening population contained only 30.3% full-time students.

A detailed analysis of the responses of full-time and part-time students begins on page 65.

Table ALL-5 — Question No. 7 (ALL RESPONDENTS) T=1615 R=1601 P=99.1:
ENROLLMENT STATUS

Status	N	R%
This is the first quarter I have enrolled at the College of Alameda	593	37.0
I have enrolled before at the College of Alameda, but received no credit	75	4.7
I am a continuing student. I have completed the following number of quarters at the College of Alameda:		
one quarter	157	9.8
two or three quarters	308	19.2
four to six quarters	285	17.8
more than six quarters	183	11.4

Table ALL-6 — Question No. 8a (ALL RESPONDENTS) T=1615 R=1547 P=95.8:
HAVE YOU BEEN ENROLLED AT ANY HIGH SCHOOL OR COLLEGE DURING THE PAST FIVE YEARS?

Response	N	R%
Yes	1186	76.9
No	361	23.3

Table ALL-7 — Question No. 9 (ALL RESPONDENTS) T=1615 R=1559 P=96.5:
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED

Response	N	R%
1 - 5 units	229	14.7
6 - 8 units	133	8.5
9 - 11 units	261	16.7
12 or more units	936	60.0

Reasons for Coming to the College of Alameda (Refer to Table ALL-8)

Note that the response choices in the question were not mutually exclusive. Students could and did respond to more than one part of the question. Refer to the Key to Tables, page 11, for a complete explanation of mutually exclusive and non-mutually exclusive questions.

The most frequently given reasons for choosing to attend the College included the College's close proximity to the student's residence, preference of the quarter system to the semester system, low cost, and to enroll in a specific occupational program.

A lack of something better to do and advice from parents or high school teachers and counselors appeared as the least frequently given reasons for coming to the College.

Nearly 17% of the respondents checked "Other" as a reason for coming to the College of Alameda. Most of the responses fell into one of the following categories: 1) to obtain lower division prerequisites and to complete general education requirements before transferring to a four-year institution, 2) to take one specific class, 3) to obtain an A.A. or A.S. degree, 4) to get back into the habit of studying before transferring to a four-year institution, 5) for personal enrichment, and 6) a department or instructor had been highly recommended.

Table ALL-8 — Question No. 10 (ALL RESPONDENTS) T=1615:
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	R	P
Low cost	618	38.3
College of Alameda is close to where I live	693	42.9
Prefer the quarter system to the semester system	628	38.9
My friends were enrolled or planning to enroll	87	5.4
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	507	31.4
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	246	15.2
The size of the campus	139	8.6
The atmosphere of the College	269	16.7
Wasn't sure what else to do	100	6.2
Couldn't find a job so decided to go to school	174	10.8
Didn't qualify for admission to a four-year college	146	9.0
College of Alameda is close to where I work	170	10.5
Advice of my friends	103	6.4
Advice of a high school counselor or teacher	85	5.3
My parents wanted me to attend	78	4.8
To test my ability to do college work	333	20.6
Didn't have anything better to do	87	5.4
Other	273	16.9

Degree or Other Objective (Refer to Table ALL-9)

Of the respondents to the question related to degree objectives, 36.9% indicated they planned to transfer to a four-year college or university either with or without obtaining an A.A. or A.S. degree.

One third (33%) of the respondents were taking classes for enjoyment, to help them on the job, or to improve basic language and math skills with no degree in mind. Some of these students may have an A.A./A.S. or higher degree already. A more detailed analysis of "non-degree" students begins on page 133.

Over 28% of the respondents planned to earn an A.A. or A.S. degree in an academic area. Nearly 24% planned to transfer to a four-year college or university after earning an academic A.A. or A.S. degree and only 4.5% intended to earn an academic A.A./A.S. degree without transferring.

A total of 333 or 20.9% of the students indicated they planned to earn an A.A./A.S. degree or Certificate of Completion in an occupational program. This percentage is low in comparison to the number of students who indicated an interest in enrolling in an occupational program as a reason for coming to the College. The difference in wording for the two questionnaire items may account for some of the discrepancy. In addition, some students may have desired to enroll in but not work for a degree in an occupational program.

Most of the respondents who checked "Other" (4.6%) said they intended: 1) to obtain prerequisites for A.A. or A.S. degree programs offered at other community colleges, and

2) to obtain background courses necessary for graduate work. Several of the comments would have been more appropriately placed if the respondents had checked one of the response choices already listed in the question.

Table ALL-9 — Question No. 11 (ALL RESPONDENTS) T=1615 R=1590 P=98.5:
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	189	11.9
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc), with no particular degree in mind	285	17.9
Earn an A.A. or A.S. degrde or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	333	20.9
Earn an A.A. or A.S. degree in an academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	72	4.5
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	380	23.9
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	207	13.0
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	51	3.2
Other	73	4.6

Choice of Occupational Program (Refer to Table ALL-10)

Because the sample for this survey was not randomly selected, Table ALL-10 indicates the choice of occupational program of only those students who were surveyed in selected classes, and should not be construed, necessarily, to reflect the distribution of the total student body in occupational programs. Please refer to pages 5-8 in the Introduction for a list of classes and the number of respondents in each who participated in this survey.

Eight percent of the respondents checked "Other" as their intended occupational program, and most of these responses related to academic majors, particularly in the fields of business and fine arts.

Table ALL-10 — Question No. 12 (ALL RESPONDENTS) T=1615 R=726 P=45.0:
INTENDED PROGRAM OF OCCUPATIONAL STUDENTS

Program	N	R%
Auto Body and Paint	45	2.8
Auto Mechanics	65	4.0
Aviation Maintenance	59	3.7
Aviation Operations	30	1.9
Business Equipment Technology	58	3.6
Data Processing	51	3.2
Dental Assisting	50	3.1
Diesel Mechanics	17	1.1
Fashion Arts	79	4.9
Hosting Services Technology	4	.2
Marketing and Purchasing	31	1.9
Medical Assisting	61	3.8
Secretarial Science (Office Education)	63	3.9
Special Education Assistant	46	2.8
Custom Upholstery	23	1.4
Occupational Upholstery	6	.4
Undecided	71	4.4
Other	129	8.0

Academic Majors (Refer to Table ALL-11)

Students who had indicated in question no. 11 that they were planning to obtain an A.A. or A.S. degree in an academic area (with or without planning to transfer to a four-year institution) were instructed to respond to the question related to choice of academic major. Students planning to transfer to a four-year institution, either with or without an A.A./A.S. degree were also asked to respond. Because there seemed to be a greater than anticipated response to question no. 12 (occupational program) and a lesser than anticipated response to question no. 13 (academic major), it seems likely that some students were confused by or didn't follow the instructions.

As in question no. 12 (Table ALL-10), Table ALL-11 reflects only the choice of academic majors of students in the sample of selected classes who responded to this question.

The data is not necessarily representative of the student population as a whole. Please refer to pages 5-8 in the Introduction for a list of classes and the number of respondents in each who participated in this survey.

Over ten percent of the respondents checked "Other" as their intended academic major. Most of the responses related to more specific majors than had been listed in the question, and many were related to the medical field (nursing, occupational therapy, physical therapy, medicine, dentistry, etc.). Several respondents were interested in law, engineering, and criminology as their respective majors.

Table ALL-11 — Question No. 13 (ALL RESPONDENTS) T=1615 R=471 P=29.2:
INTENDED MAJOR OF NON-OCCUPATIONAL STUDENTS

Major	N	R%	Major	N	R%
Anthropology	5	.3	Humanities	12	.7
Art	72	4.5	Math	19	1.2
Biology	36	2.2	Music	32	2.0
Business	341	21.1	Nautical Science	7	.4
Chemistry	11	.7	Philosophy	1	.1
Dance	12	.7	Physical Education	19	1.2
Drama	20	1.2	Physics	5	.3
Economics	6	.4	Political Science	19	1.2
English	42	2.6	Psychology	44	2.7
Environmental Studies	5	.3	Social Science	25	1.5
French	9	.6	Sociology	17	1.1
General Education	53	3.3	Spanish	6	.4
General Science	8	.5	Speech	1	.1
Geography	(No data due to programming error)		Undecided	101	6.3
Health Education	31	1.9	Other	168	10.4
History	17	1.1			

Interest in Majors Not Currently Offered at COA (Refer to Table ALL-12)

The majors listed in question no. 14, with the exception of Ethnic Studies, were taken from the College of Alameda Five-Year Master Plan.

When reference is made to Table ALL-12, please note that only an average of 59% of the total students surveyed responded to each of the potential majors listed in this question.

Table ALL-12 — Question No. 14 (ALL RESPONDENTS) T=1615:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

			I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
Major	R	P	N	R%	N	R%	N	R%
Bilingual Education Aide	1000	61.9	132	13.2	260	26.0	608	60.8
Earth Sciences	973	60.2	80	8.2	394	40.5	499	51.3
Geology	928	57.5	52	5.6	289	31.1	587	63.3
Instructional Services (Media Aide)	925	57.3	70	7.6	247	26.7	608	65.7
Insurance	962	59.6	89	9.3	268	27.9	605	62.9
Nautical Science	924	57.2	48	5.2	257	27.8	619	67.0
Religious Studies	945	58.5	48	5.1	250	26.5	647	68.5
Ethnic Studies	992	61.4	99	10.0	376	37.9	517	52.1
Women's Studies	983	60.9	90	9.2	367	37.3	526	53.5

The response to "Would like to work for an A.A. degree" (column one) was less than 14% for any major listed in the question. If the second column, "Would take some classes but probably not work for an A.A. degree", is combined with the first column, the percentages of student responses (ranked from highest to lowest by percent) are as follows:

Interest in Majors Not Currently Offered at C.O.A.

(Combined numbers and percentages: column 1 plus column 2)

	Combined N	Combined Percent of Respondents
Earth Sciences	474	48.7
Ethnic Studies	475	47.9
Women's Studies	457	46.5
Bilingual Education Aide	392	39.2
Insurance	357	37.2
Geology	341	36.7
Instr. Services (Media Aide)	317	34.3
Nautical Science	305	33.0
Religious Studies	298	31.6

Day, Evening, and Saturday Attendance (Refer to Table ALL-13)

Of the respondents to the question, 68.8% indicated they were day students only, 19.2% were evening students only, 11.9% were day and evening students and 3.4% checked the "other" response. Twenty-two students (1.4%) were attending classes only on Saturday.

The day, evening, and Saturday data from this study is difficult to compare with census data because the registration application form does not have a response column for "day and evening" or "other". When such a comparison is made, however, the October 26 census data indicates a day population of 73.4% (survey respondents = 68.8%) and an evening population of 26.6% (survey respondents = 19.2%). After allowing for differences in the combined "day and evening" distribution and "other", the Educational Needs Assessment sample appears to be biased in favor of the day population. This bias probably occured as a result of under sampling the evening population.

Table ALL-13 compares the times when respondents were attending classes with the times when they would prefer to attend. Although approximately the same percentages of students were attending classes in the morning only (29.9%) or all day (27.7%), over 40% of the respondents would prefer to take classes only in the morning.

TABLE ALL-13. Question numbers 15a and 15b. (ALL) T = 1615

Comparison between Times When Respondents Were Attending Classes and Times When They Would Prefer to Attend.

TIME	WERE ATTENDING (R = 1603) (P = 99.1) N	R%	WOULD PREFER (R = 1585) (P = 98.1) N	R%
Morning only (8 a.m. - 12 noon)	480	29.9	644	40.6
Afternoon only (12 noon - 3 p.m.)	103	6.4	108	6.8
Morning and Afternoon (8 a.m. - 3 p.m.)	444	27.7	307	19.4
Late afternoon only (3 p.m. - 6 p.m.)	35	2.2	51	3.2
Evening only (6 p.m. - 10 p.m.)	263	16.4	204	12.9
Saturday only (8 a.m. - 1 p.m.)	22	1.4	12	.8
Day and Evening	136	8.5	61	3.8
Day and Saturday	20	1.2	18	1.1
Evening and Saturday	45	2.8	61	3.8
It doesn't matter	___	___	88	5.6
Other	55	3.4	31	2.0

On/Off Campus Attendance (Refer to Table ALL-14)

When asked where they were taking classes and where they would prefer to take classes, the total survey population responded as indicated in Table ALL-14.

TABLE ALL-14. Question number 15c and 15d. (ALL) T = 1615

Location of Classes Attended and Preference of Location

LOCATION	LOCATION OF CLASSES ATTENDED (R = 1575) (P = 97.5) N	R%	PREFERRED LOCATION (R = 1564) (P = 96.8) N	R%
On the COA campus (including the Air Facility)	1465	93.0%	1010	64.6
Off campus (outreach)	61	3.9	62	4.0
Both	49	3.1	221	14.1
It doesn't matter	____	____	271	17.3

Although 93 percent of the respondents were currently taking most of their classes on campus, approximately 14 percent preferred to take a combination of on and off-campus classes, and 17.3 percent stated it didn't matter.

Instructional Needs (Refer to Table ALL-15)

Responses to each item of the question related to instructional needs ranged from a low of 1415 (87.6% of the total sample) to a high of 1514 (93.7%). The average response was 91.1%. The response choices in Table ALL-15 were not mutually exclusive. Note that in Table ALL-15 the "Very Important" and "Important" columns have been combined into a third column, and the rank order of the percentage is given.

The greatest needs appeared to be in the area of learning assistance: study skills and habits, basic math skills, basic reading and writing skills. Other apparent needs

in the instructional areas were for greater communication with instructors in an academic advisory capacity, and for a speed reading class.

The least apparent need was for a Saturday family reading improvement program (26.6%). Note, however, that this percentage represents nearly 400 students.

Table ALL-15 — Question No. 16 (ALL RESPONDENTS) T=1615:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Combined (Very Important and Important) N	Combined (Very Important and Important) R%	Rank	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	1514	93.7	647	42.7	505	33.4	1152	76.1	3	337	22.3	25	1.7
Improve basic math skills	1506	93.3	593	39.4	559	37.1	1152	76.5	2	321	21.3	33	2.2
Develop better study skills and habits	1499	92.8	658	43.9	556	37.1	1214	81.0	1	254	16.9	31	2.1
Speed reading	1485	92.0	494	33.3	617	41.5	1111	74.8	5	303	20.4	71	4.8
Take a Saturday family reading program (to improve basic reading skills)	1415	87.6	95	6.7	281	19.9	376	26.6	12	808	57.1	231	16.3
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	1474	91.3	247	16.8	576	39.1	823	55.9	8	478	32.4	173	11.7
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	1459	90.3	266	18.2	515	35.3	781	53.5	9	549	37.6	129	8.8
Take a class in how to use the library	1460	90.4	119	8.2	507	34.7	626	42.9	10	750	51.4	84	5.8
Take a career planning class	1442	89.3	250	17.3	557	38.6	807	55.9	8	541	37.5	94	6.5
Make use of a career education center or career library	1452	89.9	241	14.7	634	43.7	848	58.4	7	454	31.3	150	10.3
Obtain special assistance in getting into a non-traditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	1459	90.3	200	13.7	321	22.0	521	35.7	11	772	52.9	166	11.4
Talk with my instructors on a regular basis outside of class to discuss my progress	1475	91.3	333	22.6	694	47.1	1027	69.7	6	355	24.1	93	6.3
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	1481	91.7	480	32.4	637	43.0	1117	75.4	4	289	19.5	75	5.1

When asked which classes they wished the College would offer, the students responded with great diversity. Appendix 2 includes a complete compilation of the specific classes and/or programs the respondents wished the College would offer and the reasons they wanted them. These classes and programs have been categorized according to the Divisions through which they would be offered. Note that many respondents asked for classes which the College already offers.

Counseling Needs (Refer to Table ALL-16)

Responses to each item of the question related to counseling needs ranged from a low of 244 (15.1% of the total sample) to a high of 1494 (92.5%). Excluding the low of 244, which seemed to be an atypical response, the average response to the items in this question was 89.4%. The response choices in this question were not mutually exclusive.

Availability: Fifty-two percent of the respondents thought it was "Important" or "Very Important" to have counselors available in the evenings. Thirty-seven percent thought it was "Important" or "Very Important" to have counselors available on Saturdays.

Function: The greatest needs appeared to be for assistance in planning classes (academic advising and programming), and for assistance in transferring to a four-year institution. There was also a need for assistance in improving study skills, (which was the first ranked need in the question relating to instructional needs), and for testing. There was less of an apparent need (38.3%) to talk with counselors for personal reasons.

Characteristics: Slightly over 41% of the respondents thought it was "Important" or "Very Important" to talk with a student who has been trained as a peer counselor. There did not seem to be an apparent preference to talk with male or female counselors, or with minority counselors. Of the total sample of 1615 students, 244 (15.1%) preferred not to talk with any counselor. When asked "Why not," the majority of these respondents indicated that they did not need counseling for personal or academic reasons. Several of the respondents stated that they had not had positive counseling experiences previously.

Table ALL-16 — Question No. 18 (ALL RESPONDENTS) T=1615:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	1484	91.9	311	21.0	462	31.1	580	39.1	131	8.8
Have counselors available on Saturdays	1449	89.7	169	11.7	367	25.3	735	50.7	178	12.3
Talk with a counselor to help me plan the classes I should take	1494	92.5	638	42.7	565	37.8	258	17.3	33	2.2
Talk with a counselor to help me with my plans to transfer to a four-year college	1478	91.5	620	41.9	390	26.4	400	27.1	68	4.6
Talk with a counselor for personal reasons	1444	89.4	192	13.3	361	25.0	794	55.0	97	6.7
Talk with a counselor who is specially trained to work with disabled students	1442	89.3	187	13.0	221	15.3	900	62.4	134	9.3
Take an interest, aptitude, I.Q. or diagnostic test	1457	90.2	248	17.0	498	34.2	594	40.8	117	8.0
Have someone help me to learn to study better	1465	90.7	362	24.7	493	33.7	535	36.5	75	5.1
Talk with a student who has been trained as a peer counselor	1444	89.4	168	11.6	427	29.6	720	49.9	129	8.9
Prefer to talk with a male counselor	1412	87.4	129	9.1	261	18.5	754	53.4	268	19.0
Prefer to talk with a female counselor	1400	86.7	154	11.0	283	20.2	693	49.5	270	19.3
Prefer to talk with a minority counselor	1366	84.6	164	12.0	223	16.3	761	55.7	218	16.0
Prefer not to talk with any counselor	244	15.1	236	96.7	3	1.2	4	1.6	1	.4
Why Not?										

The Need to Rap (Refer to Table ALL-17)

The response choices in Table ALL-17 were not mutually exclusive. Nearly half of the total survey population indicated that they did not feel the need to rap more than they were already able to. The responses to the remainder of the question choices ranged from a low of 5.1% (Men's center rap groups) to a high of 15% (Individual sessions with a counselor).

Table ALL-17 — Question No. 19 (ALL RESPONDENTS) T=1615:
IF YOU FEEL THE NEED TO RAP (TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEGE OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	R	P	Response	R	P
Does not apply to me	775	48.0	In special psychology courses	205	12.7
In classes	227	14.1	Individual sessions with a counselor	242	15.0
Women's center rap groups	189	11.7	With a peer counselor	131	8.1
Men's center rap groups	82	5.1	Student activities (clubs)	202	12.5

General Awareness and Opinions (Refer to Table ALL-18)

Of the 1531 students who responded to the question, over 70% were not aware of the due process/grievance procedures at the College. This might mean that students were not aware that such procedures exist, or it could mean that students were aware of the existence of the procedures but were not familiar with the content.

Over 96% of the students surveyed responded to the question asking if certain information should be listed in the Schedule of Classes. Although the overwhelming response (91.7%) was "Yes", it is not clear if the students were responding to the need to print the requirements for the A.A./A.S. degree or information regarding the transferability of classes or prerequisites for courses or any combination of the above. Since the time the survey was taken, the transferability of courses has subsequently been included in the Schedule of Classes.

Eighty-eight percent of the students indicated they were satisfied with the College of Alameda grading policy. Nearly 12% of the students stated they were not satisfied with the policy. When asked what changes they would make, the dissatisfied students' comments fell into the following general categories: 1) several students thought the grading system was too lenient, 2) several thought that classes should be graded on a

pass/fail basis, 3) several respondents indicated that a plus or minus should accompany the letter grade when applicable, 4) several respondents indicated that they didn't know there was a grading policy or that they didn't understand it, 5) a few students stated that there should be greater consistency in grading between instructors and/or classes, 6) a few students thought that class attendance should more directly affect the grade, and 7) a few students indicated that grades whould not be influenced by attendance in class.

When asked if they were satisfied with the College of Alameda's class attendance policy, 1255 (82.5%) students responded affirmatively, and 267 (17.5%) indicated they were not satisfied. The following comments are a summary of the responses to the question, "What changes would you make?": 1) Several respondents thougnt attendance should not be compulsory, particularly if the student was able to keep up with the course work on his own as evidenced by his performance on exams. 2) Several students thought the attendance policy should be more strict, particularly for those students who enroll (fill up the class) and then rarely or never attend class. Some respondents indicated that attendace should be required for students who are receiving financial aid from the College. 3) A few students stated that instructors should be more consistent and/or flexible with their class attendance policies. 4) A few students did not know about and/or did not understand the class attendance policy.

Table ALL-18 — Question No's. 20a, 20b, 20c, 20d (ALL RESPONDENTS) T=1615:
GENERAL AWARENESS AND OPINIONS

	R	P	YES N	YES R%	NO N	NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	1531	94.8	421	27.5	1110	72.5
Do you think information such as requirements for an A.A./A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?	1560	96.6	1430	91.7	130	8.3
Are you satisfied with the College of Alameda's present grading policy?	1486	92.0	1310	88.2	176	11.8
Are you satisfied with the College of Alameda's class attendance policy?	1522	94.2	1255	82.5	267	17.5

Services in the College of Alameda Library

The following responses are representative of those given to the question: "What services would you like to have in the College of Alameda library that are not presently offered?" (Note that at the time of the survey the Learning Resources Center had not been completed.) 1) Many students stated that the services in the library were excellent or satisfactory. 2) Many respondents had never used the library. 3) Some students said the library was too noisy, the chairs were uncomfortable, the reference collection should be enlarged, reference books should be available to be checked out overnight, and the entire check-out system should be simplified.

Note that 51.4% of the students had previously indicated in question 16 that they did not need to take a class in how to use the library. Many students who felt the need to improve study skills and habits apparently did not see the relationship between that need and use of the library.

Housing Referral Service

Of the respondents to the question, 840 (54.7%) indicated they would make use of a housing referral service to help them find an apartment or other living accomodations.

Child Care (Refer to Tables ALL-19, ALL-20, ALL-21, ALL-22)

Although 187 (12.6%) of the respondents indicated a need for child care, 213 students responded to the question related to the time of day child care was needed. Of those, 80 (37.6%) needed to have their children cared for on an all day basis and 50 (23.5%) needed child care for morning classes only. Although there appeared to be only a minimal need for child care services on Saturday, please note that the number of Saturday students or day and Saturday students represented in the survey was relatively small. The need for child care in the afternoon and evening appeared to be minimal.

Of the 655 students who responded to the question related to current use of the COA Child Care Center, 33 respondents were making use of the Center and 622 were not. Of the 622 who indicated they were not using the Center, only 334 responded to the question asking why they were not using the Center. Representative responses were as follows: 1) The vast majority of the respondents indicated that they did not have any children. 2) Some of the students said their children were either too young or too old to qualify for use

of the Child Care Center. 3) Some respondents indicated they were not on welfare. 4) A few of the respondents said the waiting list for the Child Care Center was too long. Note that at the time of the survey the new (and expanded) Child Care Center had not been completed.

Although only 187 students had indicated a need for child care, 215 students stated that they would make use of a referral service for off campus child care.

Table ALL-19 — Question No. 22a (ALL RESPONDENTS) T=1615 R=213 P=92.1:
DO YOU NEED SOMEONE TO TAKE CARE OF YOUR CHILDREN WHILE YOU ARE ATTENDING THE COLLEGE OF ALAMEDA?

Response	N	R%
Yes	187	12.6
No	1300	87.4

Table ALL-20 — Question No. 22b (ALL RESPONDENTS) T=1615 R=213 P=13.2:
PLEASE INDICATE THE TIME OF DAY YOU NEED SOMEONE TO CARE FOR YOUR CHILDREN

Time	N	R%	Time	N	R%
For morning classes only	50	23.5	For Saturday classes only	4	1.9
For afternoon classes only	20	9.4	For day and evening classes	15	7.0
All day	80	37.6	For day and Saturday classes	3	1.4
For late afternoon classes only	15	7.0	For evening and Saturday classes	7	3.3
For evening classes only	19	8.9			

Table ALL-21 — Question No. 22c (ALL RESPONDENTS) T=1615:
USE OF COLLEGE OF ALAMEDA CHILD CARE CENTER

Question/Response	R	P	N	R%
Are you presently using the College of Alameda Child Care Center?	655	40.6	—	—
YES	—	—	33	5.0
NO	—	—	622	95.0
If NO, why not?	334	20.7	—	—
I didn't know about the Child Care Center	—	—	46	13.8
I did not qualify because I applied too late	—	—	20	6.0
I did not qualify because my income was too high	—	—	37	11.1
Other	—	—	231	69.2

Table ALL-22 — Question No. 22d (ALL RESPONDENTS) T=1615 R=547 P=33.9:
WOULD YOU MAKE USE OF A REFERRAL SERVICE FOR OFF-CAMPUS CHILD CARE?

Response	N	R%
YES	215	39.3
NO	332	60.7

Employment Needs (Refer to Tables ALL-23 and ALL-24)

Fifty percent of the 1514 students who responded to the question indicated a need for assistance in finding a job while enrolled at the College. Of those students who did need assistance, 543 (72.5%) preferred a part-time job and 206 (27.5%) preferred a full-time job. Note that 60% of the respondents to this study were full-time students and 40% were part-time.

Table ALL-23 — Question No. 23a (ALL RESPONDENTS) T=1615:
NEED FOR EMPLOYMENT ASSISTANCE WHILE CURRENTLY ENROLLED

Question/Response	R	P	N	R%
Do you need assistance in finding a job while you are enrolled at the College of Alameda?	1514	93.7	—	—
YES	—	—	757	50.0
NO	—	—	757	50.0
If YES, please check one of the following:				
I would prefer a part-time job	—	—	543	72.5
I would prefer a full-time job	—	—	206	27.5

Table ALL-24 — Question No. 23b (ALL RESPONDENTS) T=1615:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	1514	93.7	—	—
YES	—	—	828	54.7
NO	—	—	686	45.3
If YES, please check as many as apply:	—	—	—	—
I would prefer a part-time job	282	17.5	—	—
I would prefer a full-time job	536	33.2	—	—
I expect to find a job related to my area of study at the College of Alameda	394	24.4	—	—
I expect my instructors to help me find a job	156	9.7	—	—
I expect the College Placement Office to help me find a job	287	17.8	—	—
Other comments	61	3.8	—	—

Of the 1514 students who responded to the question, 828 (54.7%) thought they would need assistance in finding a job after they completed their studies at the College and 686 (45.3%) did not think they would need assistance. Some students may have indicated that they did not need assistance because they did not intend to seek or obtain a job.

For those students who did expect to need assistance in finding a job upon completion of their studies, more seemed to prefer a full-time job to a part-time job, and there appeared to be greater expectation of the College Placement office than of instructors with regard to helping students find jobs. Nearly one-fourth of the total respondents expected to find a job related to their area of study at the College. Other students with similar expectations regarding the relationship of their college program to employment may not have responded to this question because they did not anticipate the need for assistance in finding a job.

The responses of 61 students who checked "other" are summarized as follows: 1) Several respondents expected to find their own jobs. 2) Some students were already employed. 3) Some respondents thought letters of recommendation from instructors would be helpful. 4) A few respondents stated they needed any kind of assistance they could obtain. 5) A few respondents expressed the need for detailed information related to job opportunities in their respective areas of study.

Financial Aid (Refer to Tables ALL-25, ALL-26, ALL-27, ALL-28)

The area of greatest financial need was for assistance for books and supplies. The next greatest need was for assistance for other expenses such as housing, dental, medical care, etc. The least apparent needs were for meals on campus and transportation to and from campus. (Table ALL-25)

Although over 900 students indicated that financial assistance for books and supplies was important or very important, only 580 students had actually applied for financial assistance. (Table ALL-26.) (Note: the second part of question 24b yielded invalid data and has not been analyzed or included in this report.)

Althcugh the Fall, 1976 quarter began on September 15, the first financial aid checks were not distributed until October 22. Table ALL-27 shows the responses of students who were asked about the consequences of receiving their financial aid later than needed. Note that the response choices in this question were not mutually exclusive and that the percentages are those of the total survey population (1615) and not those of only the respondents (580) who had applied for financial aid. (Only those students who were receiving financial aid, however, were asked to respond to the question.) The responses of the students who checked "other" are summarized as follows: 1) Several students stated that they had been delinquent with their rent payments (a few had actually been evicted), the worry and anxiety resulting from a lack of money had interfered with their concentration at the College, they had fallen behind with their assignments, and they had borrowed money for transportation. 2) Some students indicated that they did not need financial assistance.

Table ALL-28 shows the reasons given for not receiving financial assistance from the College. The reason receiving the greatest number of responses was "I do not need financial assistance". Note that the responses to this question are not mutually exclusive.

Responses of the 161 students who checked "other" as a reason for not receiving financial assistance are summarized as follows: 1) Some students were receiving VA benefits or assistance from the Department of Rehabilitation. 2) A few respondents stated that they were living at home, that their parents would not fill out the financial

disclosure forms, that they were waiting to transfer to a four-year institution before applying for financial aid, and that they were not aware of the availability of financial aid.

Table ALL-25 — Question No. 24a (ALL RESPONDENTS) T=1615:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	1518	94.0	700	46.1	234	15.4	584	38.5
Financial assistance for meals on campus	1452	89.9	404	27.8	205	14.1	843	58.1
Financial assistance for transportation to and from campus	1448	89.7	439	30.3	228	15.7	781	53.9
Financial assistance for other expenses such as housing, dental, medical care, etc	1453	90.0	516	35.5	234	16.1	703	48.4

Table ALL-26 — Question No. 24b (ALL RESPONDENTS) T=1615 R=1504 P=93.1:
HAVE YOU APPLIED FOR FINANCIAL ASSISTANCE AT THE COLLEGE OF ALAMEDA?

Response	N	R%
NO	924	61.4
YES	580	38.6

Table ALL-27 — Question No. 24c (ALL RESPONDENTS) T=1615:
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	R	P
Had to borrow money for books and supplies	342	21.2
Had to drop one or more classes	91	5.6
Could not buy books and supplies when needed	230	14.2
Nothing happened	114	7.1
Other	61	3.8

Table ALL-28 — Question No. 24d (ALL RESPONDENTS) T=1615:
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	R	P
I do not need financial assistance	566	35.0
I applied for financial assistance but didn't qualify for it	100	6.2
I applied for financial assistance but my application was late. (Applied after September 15)	86	5.3
I applied for financial assistance but there were no more funds available	42	2.6
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	145	9.0
I was interested in applying, but I could not find anyone who would help me fill out the forms	101	6.3
Other	161	10.0

Non-Instructional Services

The question (number 25) related to the need for non-instructional support services in the day, evening, and on Saturday did not yield valid data and is not analyzed or included in this report.

Extra-Curricular Activities (Refer to Table ALL-29)

Table ALL-29 indicates that nearly half of the students surveyed were not interested in participating in extra-curricular activities. The following paragraphs summarize the special areas of interest of students who indicated they would like to participate in clubs and organizations and on-campus recreational activities.

A great variety of interest was displayed by students who desired to participate in clubs and organizations. Several respondents indicated an interest in each of: drama, dance, art, photography, poetry, music, business, fashion arts, skiing, VICA, women's activities, flying and/or aviation, and sports. Clubs and organizations mentioned less frequently were: law, debating, auto related (mechanics, racing), biology, ecology, nautical science, rally committee and/or pep squad, community affairs, and chess.

There were several indications of interest in on-campus recreational activities in the following areas: volleyball, softball, basketball, soccer, swimming, gymnastics and/or trampoline, and tennis. Some respondents indicated an interest in music, plays, talent shows, backpacking, sailing, and scuba diving. A few respondents were interested in dance and activities for students over age 35.

Table ALL-29 — Question No. 26 (ALL RESPONDENTS) T=1615:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	R	P
Clubs and organizations	342	21.2
Student government	143	8.9
Intercollegiate athletics	214	13.3
On-campus recreational activities	186	11.5
I am not interested in extra-curricular activities	795	49.2

Facilities (Refer to Table ALL-30)

Varying numbers of students responded to each part of the question related to facilities. Note the percentage of the total sample for each part of the question. The greatest need appeared to be for a quiet place to study other than the library and for a place to relax between classes. It may be that students wanted a place to study where they could also eat, drink, and smoke. The following paragraph represents a summary of "other" responses to the question related to facilities: 1) Several students wanted a quiet place to relax with no loud music, and they wanted more benches and tables around the campus. 2) Some students expressed a need for a private place to be alone and/or a place where they could eat and study at the same time. 3) A few students requested more smoking areas and approximately the same number requested more non-smoking areas. 4) A few students also expressed a need for the bookstore and/or the library to be available more in the evenings and on Saturdays. 5) A very small number of students stated they would like to have an ice hockey rink, a hot steam bath, and/or a chapel.

Table ALL-30 — Question No. 27 (ALL RESPONDENTS) T=1615:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

			YES		NO	
Facility	R	P	N	R%	N	R%
A quiet place to study (other than the library)	1492	92.4	1180	79.1	312	20.9
A place to meet other people	1336	82.7	827	61.9	509	38.1
A men's resource center	1121	69.4	319	28.5	802	71.5
A women's resource center	1184	73.3	528	44.6	656	55.4
A place to meditate	1239	76.7	533	43.0	706	57.0
A place to relax between classes	1445	89.5	1146	79.3	299	20.7
Other						

Supplemental Learning Aids (Refer to Table ALL-31)

The percentage of the total number of students surveyed who responded to the need for various types of learning aids ranged from a low of 84.1% to a high of 91%. Over 55% of the students who responded to each aid indicated they would make use of it. Most of these aids are currently being utilized to a certain extent at the College of Alameda.

Table ALL-31 — Question No. 28 (ALL RESPONDENTS) T=1615:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

			YES		NO		DON'T KNOW	
Learning Aid	R	P	N	R%	N	R%	N	R%
Instructional TV or video tape (in the classroom)	1470	91.0	955	65.0	190	12.9	325	22.1
Individual self-paced courses	1377	85.3	851	61.8	275	20.0	251	18.2
Short courses	1359	84.1	884	65.0	241	17.7	234	17.2
Special workshops	1392	86.2	947	68.0	208	14.9	237	17.0
Televised classes (shown on TV in your home)	1398	86.6	783	56.0	334	23.9	281	20.1
Use of instructional media (TV, tapes, films, etc.)	1398	86.6	979	70.0	150	10.7	269	19.2

Learning Assistance Programs (Refer to Table ALL-32)

Table ALL-32 shows the interest of respondents in the availability of various learning assistance programs. Greatest interests were in one-to-one tutoring in a specific academic area of study and in small group tutoring situations.

Table ALL-32 — Question No. 29 (ALL RESPONDENTS) T=1615:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	761	47.1
One-to-one tutoring in an occupational area (automotive, etc.) of study	392	24.3
A personalized survival skills program (to improve basic reading and math skills) with close supervision	556	34.4
An independent individualized program (with little or no supervision)	352	21.8
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	497	30.8
Small group tutoring (with others who have similar needs)	615	38.1
Other	37	2.3

Personal Comments

The last questionnaire item invited the respondents to say more about how they would like the College to help serve them as students. A complete compilation of these remarks is located in Appendix 1, page 179. (Names of persons and/or titles of classes used in a derogatory manner have been deleted.)

SUMMARY

Demographic and Other Characteristics

Nearly 50% of the respondents in the total survey population were between the ages of 19 and 24. Forty percent of the respondents were 25 years of age or older.

The survey population contained 14.2% more women than men.

Over 55% of the respondents were members of an ethnic minority group and 40% were Caucasian.

Slightly over 21% of the respondents were veterans, 16% first learned to speak a language other than English, and 5.7% had a disabling condition, health problem, or severe learning problem which limited their activities at home or on the job.

Nearly 60% of the respondents were continuing students, and 60% were enrolled in 12 or more units. Nearly 69% of the respondents attended classes only during the day, 19.2% were evening only students, 11.9% attended both day and evening classes, and 1.4% were Saturday only students.

Most of the respondents chose to attend the College of Alameda because of its proximity to their residences, preference of the quarter to the semester system, low cost, and to enroll in a specific occupational program.

One-third of the respondents were not working for an A.A./A.S. degree, nearly 37% planned to transfer to a four-year institution, 28% planned to earn an A.A. or A.S. degree in an academic area, and 21% planned to earn a degree or certificate in an occupational area. (Note: an overlap in some categories accounts for a percentage greater than 100.)

Instructional Needs

Most of the respondents expressed the need to improve their study skills and habits as well as their basic reading, writing, and math skills. They also expressed a need for speed reading and for greater communication with instructors outside of class.

Most of the respondents indicated that they would make use of a variety of supplemental learning aids such as video tape and special workshops.

Nearly half of the respondents would like to have one-to-one tutoring available, and nearly 40% were interested in the availability of small group tutoring.

Support Service Needs

Over half of the respondents thought it was important to have counselors available in the evenings. Most respondents would consult a counselor for academic advising and programming and for assistance in transferring to a four-year institution. A lesser number would see a counselor for assistance in improving study skills and habits, and for testing.

Over 60% of the respondents indicated that financial assistance for books and supplies was important.

Nearly 55% of the respondents would make use of a housing referral service, and 12.7% indicated a need for child care.

Nearly half of the respondents needed assistance in finding a job while they were enrolled at the College, and most of these students would prefer a part-time job. Over half of the respondents thought they would need assistance in finding a job after they completed their studies at the College.

Almost half of the respondents were not interested in any form of on-campus extracurricular activity.

Over 70% of the respondents indicated that they would make use of a quiet place to study other than the library.

Other

Over two-thirds of the respondents were not aware of the due process/grievance procedures. Most (88%) were satisfied with the College grading policy, and most (82.5%) were satisfied with the class attendance policy.

DAY/EVENING/SATURDAY STUDENTS

(Linda Medsker)

Population

The combined day, evening, and Saturday populations represent 1347 students (84% of the 1603 respondents to the question).

Of the 1347 respondents, 1062 (65.7% of the 1603 students who responded to the question) were day students and include the following categories: morning only (480 students; 29.9% of the 1603 respondents); afternoon only (103; 6.4%); morning and afternoon (444; 27.7%); and late afternoon only (35; 2.2%).

Evening respondents are those who fell into the evening only category (263; 16.4%).

Saturday respondents are those who fell into the Saturday only category (22; 1.4%).

To avoid ambiguity, students who fell into the day and evening, day and Saturday, evening and Saturday, and "other" categories were not included in this sub-report. The respondents in these combined categories comprise 15.9% of the 1603 respondents to the question.

Unless otherwise indicated, 90% or more of the students in each of the above groups responded to each of the questionnaire items discussed in the following narrative.

Age (Refer to Table DES-1)

Evening respondents as a whole tended to be older than the day respondents. Over 50% of the day students were age 21 or younger. The category containing the most day students was the 19-21 age range (36.1%). Over 75% of the day respondents were age 27 or younger, and over 75% of the evening students were age 34 or younger. For evening students, the category receiving the most responses (25.3%) was the 28-34 age range.

Six of the 19 Saturday students who responded to the question were in the 25-27 age range. When referring to Table DES-1 and other tables related to Saturday students, please bear in mind the small Saturday population (T = 22). Percentages for this group, therefore, are not particularly meaningful.

Table DES-1—Question No. 1 (Day/Evening/Saturday): How Old Are You?

	Day T=1062 R=1049 P=98.8		Evening T=263 R=261 P=99.2		Saturday T=22 R=19 P=86.4	
Age	**N**	**R%**	**N**	**R%**	**N**	**R%**
16 - 18	147	14.0	7	2.7	1	5.3
19 - 21	379	36.1	38	14.6	2	10.5
22 - 24	163	15.5	48	18.4	3	15.8
25 - 27	107	10.2	40	15.3	6	31.6
28 - 34	125	11.9	66	25.3	2	10.5
35 - 41	62	5.9	23	8.8	1	5.3
42 - 49	30	2.9	23	8.8	3	15.8
50 or older	36	3.4	16	6.1	1	5.3

Sex

The male/female ratio of evening students was almost exactly the opposite of day students. In the day population, 427 (43.2%) students were male and 561 (56.8%) were female. In the evening population, 137 (56.4%) were male students and 106 (43.6%) were female. Of the 18 Saturday students who responded to the question, four were male and 14 were female.

Ethnic Composition (Refer to Table DES-2)

Slightly over 58% of the day respondents were members of a minority ethnic group. Of these, the category receiving the greatest number of responses was "Black/Afro-American". Caucasians comprised 38% of the day respondents.

Of the evening students who responded to the question 45.5% were members of a minority ethnic group and 49.4% were Caucasian.

Although the proportion of Blacks and Caucasians was relatively equal for the day students, the evening population was comprised of 21.6% more Caucasians than Blacks. Only slight differences were apparent in the day/evening representation of other ethnic groups.

Of the 20 Saturday students who responded to the question, eight were "Oriental/Asian-American" and seven were "White/Caucasian". Five Saturday students represented other ethnic groups.

Table DES-2 — Question No. 3 (Day/Evening/Saturday)
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

	DAY T=1062 R=1037 P=97.6		EVENING T=263 R=259 P=98.5		SATURDAY T=22 R=20 P=90.9	
	N	R%	N	R%	N	R%
American Indian/Native American	23	2.2	5	1.9	2	10.0
Black/Afro-American	403	38.9	72	27.8	2	10.0
Chicano/Latin American	61	5.9	20	7.7	0	.0
Oriental/Asian American	115	11.1	21	8.1	8	40.0
White/Caucasian	394	38.0	128	49.4	7	35.0
Other (Please specify: _____)	41	4.0	13	5.0	1	5.0

English as a Second Language

Slightly over 15% of the day students and 17.3% of the evening students indicated that English was not the first language they had learned to speak. Of the 22 Saturday students, six had first learned to speak a language other than English.

Veterans

Veterans comprised 17.8% of the day population, 39.2% of the evening population, and 14.3% of the Saturday population of 22 students.

Students with Disabling Conditions, Recurrent Health Problems or Severe Learning Problems

When asked if they had a disabling condition or recurrent health problem, almost twice as great a percentage of day students (8%) as evening students (3.8%) responded affirmatively. When asked if they had any "severe" learning problems, the percentage again was almost twice as great for day students (6.2%) as for evening students (3.5%). The Saturday sample was much more representative of the day students than of the evening students with regard to the two questions above.

Of the 374 day students who responded to the question, 16.6% indicated that their activities on the job or at school were limited because of a disabling condition, recurrent health problem or "severe" learning problem. This was true of only 9.4% of the 85 evening students who responded to the same question.

Of the 22 Saturday students, two had a disabling condition, recurrent health problem and/or a severe learning problem. Two Saturday students indicated that their activities were limited and five said they were not.

Enrollment Status (Refer to Tables DES-3 and DES-4)

Fourteen of the 21 Saturday students who responded to the question were enrolled for the first time at the College.

Of the day students, 35% were new and 60.9% were continuing. Slightly more than four percent of the day students had enrolled before at the College but had received no credit.

In the evening population 38.5% were new students, 53.4% were continuing, and 8.1% had previously enrolled but had received no credit.

Table DES-3 — Question No. 7 (Day/Evening/Saturday)
ENROLLMENT STATUS

	DAY T=1062 R=1056 P=99.4		EVENING T=263 R=260 P=98.9		SATURDAY T=22 R=21 P=95.5	
	N	R%	N	R%	N	R%
This is the first quarter I have enrolled at C.O.A.	370	35.0	100	38.5	14	66.7
I have enrolled before at C.O.A., but received no credit	43	4.1	21	8.1	1	4.8
I am a continuing student. I have completed the following number of quarters at C.O.A.:						
one quarter	97	9.2	27	10.4	5	23.8
two or three quarters	233	22.1	34	13.1	1	4.8
four to six quarters	202	19.1	43	16.5	0	.0
more than six quarters	111	10.5	35	13.5	0	.0

Re-entry students were defined as those who had not been enrolled at any high school or college during the past five years. Nearly 22% of the day students and 28.7% of the evening students fell into this category. Four of the 22 Saturday students were re-entry students.

Of the day students who responded to the question, 67.5% were enrolled in 12 or more units (full-time) and 32.5% were enrolled in 1 to 11 units (part-time). Nearly 70% of the evening respondents were part-time students and 30.3% were full-time. Twenty of the twenty-two Saturday students were enrolled in five units or less.

Table DES-4 — Question No. 9 (Day/Evening/Saturday)
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED

	DAY T=1062 R=1027 P=96.7		EVENING T=263 R=254 P=96.6		SATURDAY T=22 R=20 P=90.9	
	N	R%	N	R%	N	R%
1 - 5 units	93	9.1	86	33.9	20	100.0
6 - 8 units	62	6.0	44	17.3	0	.0
9 - 11 units	179	17.4	47	18.5	0	.0
12 or more units	693	67.5	77	30.3	0	.0

Reasons for Coming to College of Alameda (Refer to Table DES-5)

The question represented in Table DES-5 is not mutually exclusive. Students could and did respond to more than one item in the question. Refer to the Key to Tables, page 11, for a detailed explanation of the difference between mutually exclusive and non-mutually exclusive questions.

For all three groups (day, evening, Saturday), the reason receiving the most frequent number of responses was "College of Alameda is close to where I live". Whereas the second most frequently given reason for day students was "prefer the quarter system to the semester system", the second most frequently given reason for evening students was "low cost". The day population gave "low cost" as the third most frequent reason for coming to COA, and the third most frequent reason for evening students was "preference of the quarter system to the semester system".

The fourth most frequently given reason for both day and evening students was "to enroll in a specific occupational program offered at the College".

The fifth most frequent response for day students was "to test my ability to do college work", whereas the fifth most frequently given reason for evening students was "to qualify for some kind of funding". Note that the evening population had a greater percentage of veterans than did the day population.

"Other" was given as a response by 162 (15.3%) day students, 56 (21.3%) evening students, and 8 (36.4%) Saturday students. Refer to page 16 in the All Survey Respondents sub-report for a summary of the responses to "Other" for the total survey population.

Table DES-5 — Question No. 10 (Day/Evening/Saturday)
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

	DAY T=1062		EVENING T=263		SATURDAY T=22	
	N	R%	N	R%	N	R%
Low cost	413	38.9	99	37.6	5	22.7
College of Alameda is close to where I live	449	42.3	123	46.8	10	45.5
Prefer the quarter system to the semester system	428	40.3	92	35.0	3	13.6
My friends were enrolled or planning to enroll	56	5.3	13	4.9	3	13.6
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc. offered at the College of Alameda	346	32.6	72	27.4	3	13.6
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	142	13.4	63	24.0	0	.0
The size of the campus	86	8.1	25	9.5	0	.0
The atmosphere of the College	175	16.5	52	19.8	3	13.6
Wasn't sure what else to do	71	6.7	9	3.4	0	.0
Couldn't find a job so decided to go to school	141	13.3	12	4.6	0	.0
Didn't qualify for admission to a four-year college	109	10.3	17	6.5	0	.0
College of Alameda is close to where I work	73	6.9	61	23.2	0	.0
Advice of my friends	70	6.6	17	6.5	1	4.5
Advice of a high school counselor or teacher	60	5.6	4	1.5	0	.0
My parents wanted me to attend	58	5.5	4	1.5	0	.0
To test my ability to do college work	230	21.7	46	17.5	1	4.5
Didn't have anything better to do	59	5.6	17	6.5	0	.0
Other	162	15.3	56	21.3	8	36.4

Degree or Other Objective (Refer to Table DES-6)

Twenty-four percent of the day respondents planned to earn a degree or certificate of completion in an occupational program, and twenty-four percent planned to earn a degree in an academic area and transfer to a four-year institution. Sixteen percent of the day students planned to take classes to help them on the job with no particular degree in mind, and fourteen percent planned to transfer to a four-year institution without obtaining an A.A. or A.S. degree.

Although 27% of the evening students indicated that at least one of their reasons for coming to the College was to enroll in a specific occupational program, only 12% planned to earn a degree or certificate of completion in an occupational program. Primary objectives of the evening students were: to earn a degree in an academic area and transfer to a four-year institution (22.4%); to take classes they would enjoy with no particular degree in mind (22%); and to take classes to help them on the job with no particular degree in mind (21.6%).

Slightly over 38% of the day students and 29% of the evening students planned to transfer to a four-year institution.

Eleven of the Saturday students planned to take classes to help them on the job with no particular degree in mind, and seven planned to take classes they would enjoy with no particular degree in mind. Only two of the Saturday students planned to earn a degree in an academic area and transfer to a four-year institution.

Two of the Saturday students, forty (3.8%) of the day students, and nineteen (7.3%) of the evening students checked the "Other" response. Refer to page 16 in the All Survey Respondents sub-report for a summary of responses to "Other" for the total survey population.

Table DES-6 — Question No. 11 (Day/Evening/Saturday)
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

While at the College of Alameda I plan to:	DAY T=1062 R=1050 P=98.9 N	DAY R%	EVENING T=263 R=259 P=98.5 N	EVENING R%	SATURDAY T=22 R=22 P=100.0 N	SATURDAY R%
Take classes I would enjoy, with no particular degree in mind	103	9.8	57	22.0	7	31.8
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	170	16.2	56	21.6	11	50.0
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	252	24.0	31	12.0	0	.0
Earn an A.A. or A.S. degree in an academic area (history, English, etc.) with **no plans to transfer** toa four-year college or university	48	4.6	15	5.8	0	.0
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or unviersity	252	24.0	58	22.4	2	9.1
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	148	14.1	18	6.9	0	.0
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	37	3.5	5	1.9	0	.0
Other (Please specify: _____)	40	3.8	19	7.3	2	9.1

Choice of Occupational Program or Academic Major

The data processing program did not yield data delineating the occupational programs or academic majors in which the respective day, evening, and Saturday respondents were enrolled.

Interest in Majors Not Currently Offered at COA (Refer to Tables DES-7, DES-8, and DES-9. Note that the question was not mutually exclusive)

The majors listed in the Tables DES-7, DES-8, and DES-9, with the exception of Ethnic Studies, were taken from the College of Alameda Five-Year Master Plan. When examining the tables, please note the number of total responses to each major. Also note that the majors with the highest combined percentages in columns one and two tended to have the greatest number of total responses to the major. On the average, 59.1% of the total day students sample, 53.6% of the total evening student sample, and 56% of the Saturday sample (T = 22) responded to each major.

In general, never did more than 13% of the respondents in each group indicate a desire to work for an A.A. degree in any of the majors. An exception is the group of four Saturday students (25% of 16 respondents) who indicated they would like to work for an A.A. degree in Women's Studies. This greater percentage is probably the reflection of a large number of females in the small Saturday population. (Of the 18 Saturday students who responded to the question asking them to indicate their sex, 14 were female.)

When considering the combined percentages of columns one and two, (would like to work for a degree plus would take some classes but probably not work for a degree) the day population gave the most frequent responses to the following majors: Ethnic Studies (49.2%), Earth Sciences (48.2%), and Women's Studies (46.2%). Evening students gave the most frequent responses of the combined columns to: Earth Sciences (48.3%), Insurance (40.9%), and Ethnic Studies (39.3%).

Note that over 50% of the respondents in all three groups (with two exceptions for Saturday students) indicated they would probably not take any of the classes in the potential majors.

Table DES-7 — Question No. 14 (DAY) T=1062:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		Combined: Like to work for A.A. plus would take some classes		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%	N	R%
Bilingual Education Aide	658	62.0	83	12.6	184	28.0	267	40.6	391	59.4
Earth Sciences	635	59.8	52	8.2	254	40.0	306	48.2	329	51.8
Geology	610	57.4	38	6.2	191	31.3	229	37.5	381	62.5
Instructional Services (Media Aide)	601	56.6	44	7.3	171	28.5	215	35.8	386	64.2
Insurance	630	59.3	63	10.0	172	27.3	235	37.3	395	62.7
Nautical Science	607	57.2	30	4.9	166	27.3	196	32.2	411	67.7
Religious Studies	617	58.1	33	5.3	168	27.2	201	32.5	416	67.4
Ethnic Studies	656	61.8	71	10.8	252	38.4	323	49.2	333	50.8
Women's Studies	643	60.5	57	8.9	240	37.3	297	46.2	346	53.8

Table DES-8 — Question No. 14 (EVENING) T=263:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		Combined: Like to work for A.A. plus would take some classes		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%	N	R%
Bilingual Education Aide	148	56.3	17	11.5	35	23.6	52	35.1	96	64.9
Earth Sciences	145	55.1	12	8.3	58	40.0	70	48.3	75	51.7
Geology	134	51.0	3	2.2	47	35.1	50	37.3	84	62.7
Instructional Services (Media Aide)	143	54.4	10	7.0	25	17.5	35	24.5	108	75.5
Insurance	149	56.7	17	11.4	44	29.5	61	40.9	88	59.1
Nautical Science	143	54.4	13	9.1	33	23.1	46	32.2	97	67.8
Religious Studies	140	53.2	5	3.6	39	27.9	44	31.5	96	68.6
Ethnic Studies	145	55.1	10	6.9	47	32.4	57	39.3	88	60.7
Women's Studies	146	55.5	12	8.2	38	26.0	50	34.2	96	65.8

Table DES-9 — Question No. 14 (SATURDAY) T=22:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		Combined: Like to work for A.A. plus would take some classes		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%	N	R%
Bilingual Education Aide	11	50.0	1	9.1	5	45.5	6	54.6	5	45.5
Earth Sciences	12	54.5	0	.0	5	41.7	5	41.7	7	58.3
Geology	12	54.5	0	.0	5	41.7	5	41.7	7	58.3
Instructional Services (Media Aide)	12	54.5	1	8.3	4	33.3	5	41.6	7	58.3
Insurance	12	54.5	1	8.3	3	25.0	4	33.3	8	66.7
Nautical Science	12	54.5	0	.0	6	50.0	6	50.0	6	50.0
Religious Studies	12	54.5	1	8.3	3	25.0	4	33.3	8	66.7
Ethnic Studies	12	54.5	0	.0	7	58.3	7	58.3	5	41.7
Women's Studies	16	72.7	4	25.0	9	56.3	13	81.3	3	18.8

Preference for Day, Evening, and Saturday Classes (Refer to Table DES-10)

Respondents enrolled in day classes would prefer to take day classes, although they would distribute themselves differently. In general, they would prefer not to attend all day and would prefer to take morning classes. Only 5% of the day students would prefer to take evening, Saturday, or some combination of day, evening and Saturday classes. Five percent of the day students indicated that they had no particular preference.

Over 61% of the evening students would prefer to take classes in the evening. The next two most frequent responses were for morning classes (9.7%), and evening and Saturday classes (8.1%).

Of the 21 Saturday students who responded to the question, seven would prefer to attend on Saturday, five would prefer to attend in the evening and on Saturday, and four would prefer evening classes only.

Table DES-10 — PRESENT ATTENDANCE AND PREFERRED ATTENDANCE OF DAY/EVENING/SATURDAY STUDENTS

	DAY (T=1062)				EVENING (T=263)				SATURDAY (T=22)			
	Presently Attending		Would Prefer		Presently Attending		Would Prefer		Presently Attending		Would Prefer	
	N	R%	N	R%	N	R%	N	R%	N	R%	N	R%
Morning only	480	45.2	565	53.9			25	9.7			1	4.8
Afternoon only	103	9.7	82	7.8			11	4.2			1	4.8
Morning and afternoon	444	41.8	258	24.6			9	3.5			0	.0
Late afternoon only	35	3.3	29	2.8			11	4.2			0	.0
Evening only			25	2.4	263	100	160	61.8			4	19.0
Saturday only			2	.2			3	1.2	22	100	7	33.3
Day and evening			13	.2			5	1.9			0	.0
Day and Saturday			8	.8			1	.4			1	4.8
Evening and Saturday			4	.4			21	8.1			5	23.8
It doesn't matter			52	5.0			9	3.5			1	4.8
Other			11	1.0			4	1.5			1	4.8

Location of Classes Presently Attended and Preference of Location (Refer to Table DES-11)

Although 94.9% of the day respondents were attending classes on the COA campus (including the air facility), 28.8% indicated they would prefer to take classes both on and off campus or that they did not have a preference.

Over 90% of the evening respondents were attending classes on campus, but only 63.8% had a preference for on-campus classes. Over 20% of the evening students had no preference and 10.6% would prefer a combination of on and off-campus classes.

Of the Saturday students, 17 were attending on-campus classes. Eight Saturday respondents preferred on-campus classes, the same number had no preference, and five preferred a combination of on and off-campus classes.

Table DES-11 — LOCATION OF CLASSES ATTENDED BY DAY/EVENING/SATURDAY STUDENTS AND PREFERENCE OF LOCATION

	DAY (T=1062)				EVENING (T=263)				SATURDAY (T=22)			
	Presently Attending		Would Prefer		Presently Attending		Would Prefer		Presently Attending		Would Prefer	
	(R=1044) (P=98.3)		(R=1033) (P=97.3)		(R=255) (P=97.0)		(R=254) (P=96.6)		(R=19) (P=86.4)		(R=21) (P=95.5)	
	N	R%	N	R%	N	R%	N	R%	N	R%	N	R%
On the COA campus (including the air facility)	991	94.9	702	68.0	230	90.2	162	63.8	17	89.5	8	38.1
Off campus (outreach program)	30	2.9	33	3.2	17	6.7	14	5.5	1	5.3	0	—
Both	23	2.2	141	13.6	8	3.1	27	10.6	1	5.3	5	23.8
It doesn't matter	—	—	157	15.2	—	—	51	20.1	—	—	8	38.1

Instructional Needs (Refer to Tables DES-12, DES-13, and DES-14)

The questions represented in Tables DES-12, DES-13, and DES-14 were not mutually exclusive.

For day respondents the three needs which received the most responses in the Very Important column were: develop better study skills and habits (44.8%); improve basic reading and writing skills (44,5%); and improve basic math skills (40.4%). The two needs receiving the most responses in the Very Important column for evening students were: develop better study skills and habits (39.9%), and improve basic reading and writing skills (35.6%). None of the needs received the most responses in the Very Important columns for Saturday students.

When the percentages of "Very Important" and "Important" responses are combined, the most apparent needs expressed by day students were: 1) develop better study skills and habits (82.5%); 2) talk with instructors about jobs in their particular areas of instruction, which classes to take, etc. (81%); and 3) improve basic reading, writing, and math skills (79%). The three most apparent needs expressed by evening students were: 1) speed reading (76.8%); 2) develop better study skills and habits (75.7%); and 3) improve basic reading and writing skills (70.3%). For the 22 Saturday students there were only two needs which received more responses in the combined Very Important and Important columns than in the Unimportant or combined Unimportant and Don't Know columns. These needs were: 1) take self-improvement classes (14 responses = 73.7%), and 2) talk with my instructors about jobs to take, etc. (9 responses = 52.9%).

Table DES-12 — Question No. 16 (DAY) T=1062

INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	1012	95.3	450	44.5	345	34.1	202	20.0	15	1.5
Improve basic math skills	1002	94.4	405	40.4	387	38.6	189	18.9	21	2.1
Develop better study skills and habits	994	93.6	445	44.8	375	37.7	153	15.4	21	2.1
Speed reading	986	92.8	324	32.9	416	42.2	193	19.6	53	5.4
Take a Saturday family reading program (to improve basic reading skills)	930	87.6	54	5.8	188	20.2	528	56.8	160	17.2
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	969	91.2	164	16.9	371	38.3	317	32.7	117	12.1
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	964	90.8	176	18.3	354	36.7	349	36.2	85	8.8
Take a class in how to use the library	970	91.3	83	8.6	360	37.1	475	49.0	52	5.4
Take a career planning class	953	89.7	166	17.4	391	41.0	330	34.6	66	6.9
Make use of a career education center or career library	962	90.6	145	15.1	436	45.3	280	29.1	101	10.5
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	967	91.1	140	14.5	222	23.0	493	51.0	112	11.6
Talk with my instructors on a regular basis outside of class to discuss my progress	978	92.1	224	22.9	495	50.6	198	20.2	61	6.2
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	981	92.4	341	34.8	453	46.2	145	14.8	42	4.3

Table DES-13 — Question No. 16 (EVENING) T=263

INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	239	90.9	85	35.6	83	34.7	65	27.2	6	2.5
Improve basic math skills	241	91.6	80	33.2	88	36.5	67	27.8	6	2.5
Develop better study skills and habits	243	92.4	97	39.9	87	35.8	54	22.2	5	2.1
Speed reading	241	91.6	79	32.8	106	44.0	50	20.7	6	2.5
Take a Saturday family reading program (to improve basic reading skills)	230	87.5	18	7.8	47	20.4	137	59.6	28	12.2
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	240	91.3	43	17.9	87	36.3	84	35.0	26	10.8
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	237	90.1	40	16.9	72	30.4	106	44.7	19	8.0
Take a class in how to use the library	234	89.0	16	6.8	67	28.6	137	58.5	14	6.0
Take a career planning class	233	88.6	40	17.2	65	27.9	115	49.4	13	5.6
Make use of a career education center or career library	234	89.0	29	12.4	86	36.8	93	39.7	26	11.1
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	232	88.2	23	9.9	32	13.8	149	64.2	28	12.1
Talk with my instructors on a regular basis outside of class to discuss my progress	235	89.4	31	13.2	93	39.6	92	39.1	19	8.1
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	237	90.1	43	18.1	88	37.1	91	38.4	15	6.3

Table DES-14 — Question No. 16 (SATURDAY) T=22

INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	19	86.4	4	21.1	5	26.3	7	36.8	3	15.8
Improve basic math skills	18	81.8	3	16.7	2	11.1	10	55.6	3	16.7
Develop better study skills and habits	17	77.3	3	17.6	4	23.5	10	58.8	0	.0
Speed reading	18	81.8	2	11.1	6	33.3	10	55.6	0	.0
Take a Saturday family reading program (to improve basic reading skills)	18	81.8	1	5.6	4	22.2	12	66.7	1	5.6
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	19	86.4	4	21.1	10	52.6	5	26.3	0	.0
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	17	77.3	2	11.8	1	5.9	12	70.6	2	11.8
Take a class in how to use the library	18	81.8	1	5.6	4	22.2	13	72.2	0	.0
Take a career planning class	18	81.8	0	.0	7	38.9	11	61.1	0	.0
Make use of a career education center or career library	18	81.8	0	.0	7	38.9	11	61.1	0	.0
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	18	81.8	1	5.6	7	38.9	10	55.6	0	.0
Talk with my instructors on a regular basis outside of class to discuss my progress	17	77.3	2	11.8	5	29.4	10	58.8	0	.0
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	17	77.3	0	.0	9	52.9	8	47.1	0	.0

Counseling Needs (Refer to Table DES-15, DES-16, and DES-17)

The questions represented in Tables DES-15, DES-16, and DES-17 were not mutually exclusive.

For the day students, the average number of responses to each of the listed counseling items was 955 (89.9% of 1062). As with evening and Saturday students, the last item (prefer not to talk with any counselor) was excluded from the average because of the minimal number of responses. The average number of evening population responses was 236 (89.6% of 263), and the average number of Saturday student responses was 17 (77.6% of 22).

The items in the question regarding counseling needs relate to availability, function, and counselors with special training or characteristics.

Availability: Day respondents did not express an apparent need to have counselors available in the evenings or on Saturdays, whereas over two-thirds of the evening respondents indicated it was important or very important to have counselors available in the evenings. Only 35.7% of the evening respondents thought it was important or very important to have counselors available on Saturdays. The majority of Saturday respondents indicated it was unimportant to have counselors available on Saturdays or in the evenings.

Function: In order of the most responses received in the combined Very Important and Important columns, day respondents expressed need for: a counselor to help them plan the classes they should take (84.1%); a counselor to help with transfer plans (71.8%); someone to help them to learn to study better (62.6%); and an interest, aptitude, I.Q. or diagnostic test (52.2%). Forty-one percent of the day students indicated a need to talk with a counselor for personal reasons.

Evening students expressed a need for counselors to help them plan the classes they should take (67.8%) and to help them with transfer plans (53.7%). No other counseling function received more than 50% of the responses in the combined Very Important and Important columns, although 48.1% of the respondents indicated a need to have someone help them to learn to study better and 43.6% expressed a need to take an interest,

aptitude, I.Q. or diagnostic test. In keeping with their expressed lack of need to have counselors available on Saturdays, the Saturday respondents clearly indicated that they did not need the services normally performed by counselors.

Special Characteristics: None of the groups expressed a clear preference for talking with a male counselor, a female counselor, a counselor who is a member of a minority group, a counselor specially trained to work with disabled students, or students trained as peer counselors.

Table DES-15 — Question No. 18 (DAY) T=1062
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	972	91.5	146	15.0	299	30.8	428	44.0	99	10.2
Have counselors available on Saturdays	954	89.8	89	9.3	238	24.9	498	52.2	129	13.5
Talk with a counselor to help me plan the classes I should take	993	93.5	443	44.6	392	39.5	135	13.6	23	2.3
Talk with a counselor to help me with my plans to transfer to a four-year college	977	92.0	440	45.0	262	26.8	238	24.4	37	3.8
Talk with a counselor for personal reasons	959	90.3	138	14.4	256	26.7	501	52.2	64	6.7
Talk with a counselor who is specially trained to work with disabled students	957	90.1	135	14.1	156	16.3	572	59.8	94	9.8
Take an interest, aptitude, I.Q. or diagnostic test	964	90.8	150	15.6	353	36.6	380	39.4	81	8.4
Have someone help me to learn to study better	970	91.3	254	26.2	353	36.4	314	32.4	49	5.1
Talk with a student who has been trained as a peer counselor	956	90.0	113	11.8	311	32.5	443	46.3	89	9.3
Prefer to talk with a male counselor	934	87.9	89	9.5	182	19.5	472	50.5	191	20.4
Prefer to talk with a female counselor	929	87.5	104	11.2	202	21.7	433	46.6	190	20.5
Prefer to talk with a minority counselor	898	84.6	108	12.0	156	17.4	477	53.1	157	17.5
Prefer not to talk with any counselor	161	15.2	156	96.9	2	1.2	2	1.2	1	.6
Why not?										

Table DES-16 — Question No. 18 (EVENING) T=263:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	248	94.3	87	35.1	81	32.7	66	26.6	14	5.6
Have counselors available on Saturdays	238	90.5	31	13.0	54	22.7	127	53.4	26	10.9
Talk with a counselor to help me plan the classes I should take	242	92.0	80	33.1	84	34.7	70	28.9	8	3.3
Talk with a counselor to help me with my plans to transfer to a four-year college	238	90.5	76	31.9	52	21.8	89	37.4	21	8.8
Talk with a counselor for personal reasons	229	87.1	16	7.0	42	18.3	151	65.9	20	8.7
Talk with a counselor who is specially trained to work with disabled students	231	87.8	18	7.8	27	11.7	165	71.4	21	9.1
Take an interest, aptitude, I.Q. or diagnostic test	234	89.0	44	18.8	58	24.8	111	47.4	21	9.0
Have someone help me to learn to study better	237	90.1	46	19.4	68	28.7	112	47.3	11	4.6
Talk with a student who has been trained as a peer counselor	237	90.1	22	9.3	46	19.4	148	62.4	21	8.9
Prefer to talk with a male counselor	236	89.7	20	8.5	30	12.7	148	62.7	38	16.1
Prefer to talk with a female counselor	229	87.1	19	8.3	34	14.8	139	60.7	37	16.2
Prefer to talk with a minority counselor	230	87.5	24	10.4	34	14.8	143	62.2	29	12.6
Prefer not to talk with any counselor	33	12.5	32	97.0	0	.0	1	3.0	0	.0
Why not?										

Table DES-17 — Question No. 18 (SATURDAY) T=22:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	17	77.3	2	11.8	5	29.4	9	52.9	1	5.9
Have counselors available on Saturdays	17	77.3	3	17.6	3	17.6	10	58.8	1	5.9
Talk with a counselor to help me plan the classes I should take	17	77.3	2	11.8	3	17.6	12	70.6	0	.0
Talk with a counselor to help me with my plans to transfer to a four-year college	17	77.3	1	5.9	3	17.6	13	76.5	0	.0
Talk with a counselor for personal reasons	17	77.3	0	.0	4	23.5	13	76.5	0	.0
Talk with a counselor who is specially trained to work with disabled students	17	77.3	0	.0	4	23.5	13	76.5	0	.0
Take an interest, aptitude, I.Q. or diagnostic test	17	77.3	0	.0	3	17.6	14	82.4	0	.0
Have someone help me to learn to study better	18	81.8	2	11.1	3	16.7	13	72.2	0	.0
Talk with a student who has been trained as a peer counselor	17	77.3	1	5.9	1	5.9	15	88.2	0	.0
Prefer to talk with a male counselor	17	77.3	0	.0	1	5.9	14	82.4	2	11.8
Prefer to talk with a female counselor	17	77.3	1	5.9	4	23.5	10	58.8	2	11.8
Prefer to talk with a minority counselor	17	77.3	1	5.9	2	11.8	13	76.5	1	5.9
Prefer not to talk with any counselor	6	27.3	6	100.0						
Why not?										

The Need to Rap (Refer to Table DES-18)

The responses to the question represented in Table DES-18 were not mutually exclusive.

Evening respondents (55.9%) apparently felt less of a need to rap than either the day (46.7%) or Saturday (45.5%) respondents. Day students gave the most frequent responses to "in classes" (15.5%) and "individual sessions with a counselor" (14.9%) as a place to rap. Evening students indicated that "special psychology classes" (10.6%) and "individual sessions with a counselor" (10.3%) would be the best forum for rap sessions. Eight (36.4%) of the Saturday students indicated that Women's Center Rap groups would be the best place to meet the need to rap. This comparatively high percentage probably reflects the high proportion of females in the Saturday population.

Table DES-18 — Question No. 19 (DAY/EVENING/SATURDAY)
IF YOU FEEL THE NEED TO RAP (TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEGE OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	DAY (T=1062) R	DAY (T=1062) P	EVENING (T=263) R	EVENING (T=263) P	SATURDAY (T=22) R	SATURDAY (T=22) P
Does not apply to me	496	46.7	147	55.9	10	45.5
In classes	165	15.5	19	7.2	1	4.5
Women's center rap groups	123	11.6	20	7.6	8	36.4
Men's center rap groups	52	4.9	12	4.6	0	.0
Groups led by counselors	114	10.7	20	7.6	0	.0
In special psychology courses	134	12.6	28	10.6	1	4.5
Individual sessions with a counselor	158	14.9	27	10.3	2	9.1
With a peer counselor	91	8.6	15	5.7	1	4.5
Student activities (clubs)	143	13.5	19	7.2	2	9.1

General Awareness and Opinions (Refer to Table DES-19)

Over 72% of the day respondents, 72% of the evening respondents, and 76% of the Saturday respondents were not aware of the College's due process/grievance procedures.

Eighty-four percent or more of each of the day, evening, and Saturday populations thought that information such as A.A. degree requirements, transferability of courses, etc. should be listed in the College of Alameda Schedule of Classes.

Over eighty-seven percent of each of the day, evening, and Saturday respondents were satisfied with the College of Alameda's present grading policy.

Over eighty-one percent of each of the day, evening, and Saturday populations were satisfied with the College of Alameda's class attendance policy.

Table DES-19 — Question Nos. 20a, 20b, 20c, 20d (DAY/EVENING/SATURDAY)
GENERAL OPINIONS

	DAY T=1062						EVENING T=263						SATURDAY T=22					
	R	P	YES N	YES R%	NO N	NO R%	R	P	YES N	YES R%	NO N	NO R%	R	P	YES N	YES R%	NO N	NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	1006	94.7	274	27.2	732	72.8	250	95.1	68	27.2	182	72.8	21	95.5	5	23.8	16	76.2
Do you think information such as requirments for an A.A/A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?	1032	97.2	950	92.1	82	7.9	249	94.7	219	88.0	30	12.0	22	100.	19	86.4	3	13.6
Are you satisfied with the College of Alameda's present grading policy?	989	93.1	868	87.8	121	12.2	237	90.1	216	91.1	21	8.9	17	77.3	15	88.2	2	11.8
Are you satisfied with the College of Alameda's present attendance policy?	1008	94.9	821	81.4	187	18.6	246	93.5	211	85.8	35	14.2	19	86.4	16	84.2	3	15.8

Housing Referral Service (Refer to Table DES-20)

When asked if they would make use of a housing referral service, 58.5% of the day respondents said "Yes", and 41.5% said "No". The evening students' response was almost exactly the opposite--41.6% said "Yes" and 58.4% said "No".

Table DES-20 — Question No. 21 (DAY/EVENING/SATURDAY)
WOULD YOU MAKE USE OF A HOUSING REFERRAL SERVICE TO HELP YOU FIND AN APARTMENT OR OTHER LIVING ACCOMMODATIONS?

Response	DAY T=1062 R=1023 P=96.3 N	DAY R%	EVENING T=263 R=250 P=95.1 N	EVENING R%	SATURDAY T=22 R=22 P=100.0 N	SATURDAY R%
YES	598	58.5	104	41.6	10	45.5
NO	425	41.5	146	58.4	12	54.5

Child Care (Refer to Tables DES-21 and DES-22)

Of the 975 day students who responded to the question asking if they had a need for child care, 119 (12.2%) said "Yes", and 856 (87.8%) said "No". Of the 239 evening students who responded to the question, 22 (9.2%) needed someone to care for their children. Of the 19 Saturday students who responded, five needed a child care service.

Although only 119 day students had stated a need for child care, 143 indicated they needed child care at various times of the day and evening. The greatest need seemed to be for all day (43.4%) and for morning classes only (28.7%).

As expected, 12 of the 23 evening respondents expressed a need for child care for evening classes only. Four, however, needed child care all day and three needed child care for day and evening classes. Three of the five Saturday students who responded to the question needed child care all day.

When asked if they were presently using the campus Child Care Center, 25 day respondents said "Yes" and 387 said "No". This means that only 21% of the 119 day students who had indicated a need for child care were actually using the Center. Of the 387 day students who were not using the Center, 26 (11.8%) didn't know about the Center, 26 (11.8%) did not qualify because they applied too late, 153 (69.5%) checked the "Other" category, and 167 did not respond to this part of the question. The data processing program did not yield specific responses to "Other" for day, evening, and Saturday students. A summary of responses to "Other" for the total survey population is located on page 23 of this report.

Although the Child Care Center is not open in the evening, one evening student stated that he or she was presently making use of the campus Child Care Center. Over 100 evening students were not using the Center. When asked why they were not using the Center, ten evening students stated they didn't know about it, three did not qualify because they applied too late, three did not qualify because their income was too high, 24 checked "Other", and 63 did not respond to this part of the question.

None of the 14 Saturday students who responded to the question was using the Child Care Center. Although the campus Child Care Center does not operate on Saturday, seven Saturday students gave the following as reasons for not using the Center: two did not know about the Center, one did not qualify because he or she applied too late, and four checked "Other".

When asked if they would make use of a referral service for off-campus child care, 142 day respondents said "Yes" and 194 said "No". Of the 12 Saturday students who responded, two said "Yes" and ten said "No".

Table DES-21 — Question No. 22a (DAY/EVENING/SATURDAY)
DO YOU NEED SOMEONE TO TAKE CARE OF YOUR CHILDREN WHILE YOU ARE ATTENDING THE COLLEGE OF ALAMEDA?

Response	DAY T=1062 R=975 P=91.8		EVENING T=263 R=239 P=90.9		SATURDAY T=22 R=19 P=86.4	
	N	R%	N	R%	N	R%
YES	119	12.2	22	9.2	5	26.3
NO	856	87.8	217	90.8	14	73.7

Table DES-22 — Question No. 22b (DAY/EVENING/SATURDAY)
PLEASE INDICATE THE TIME OF DAY YOU NEED SOMEONE TO CARE FOR YOUR CHILDREN

Time	DAY T=1062 R=143 P=13.5		EVENING T=263 R=23 P= 8.7		SATURDAY T=22 R=5 P=22.7	
For morning classes only	41	28.7	1	4.3	1	20.0
For afternoon classes only	18	12.6	0	.0	0	.0
All day	62	43.4	4	17.4	3	60.0
For late afternoon classes only	10	7.0	1	4.3	0	.0
For evening classes only	2	1.4	12	52.2	0	.0
For Saturday classes only	2	1.4	0	.0	1	20.0
For day and evening classes	6	4.2	3	13.0	0	.0
For day and Saturday classes	0	.0	0	.0	0	.0
For evening and Saturday classes	2	1.4	2	8.7	0	.0

Employment Needs

When asked if they needed assistance in finding a job while they were enrolled at the College of Alameda, 566 (56.3%) day respondents, 54 (22.5%) evening respondents, and 9 of 21 Saturday respondents (42.8%) said "Yes". Nearly 44% of the day respondents, 77.5% of the evening respondents, and 12 of the 21 Saturday respondents (57.1%) did not need assistance in finding a job while enrolled at the College.

Nearly 77% of the day students who responded to the question preferred a part-time job as compared with 44.8% of the evening students. Five of the Saturday students preferred a part-time job and five preferred to work full-time. Fifty-five percent of the evening respondents preferred a full-time job, compared with 23.1% of the day respondents.

Day respondents (59.3%) thought they would have a greater need for assistance in finding a job after they completed their studies at the College than did evening respondents (31.7%). Ten of 21 Saturday students thought that they would need assistance. All three groups of respondents preferred a full-time to a part-time job upon completion of their studies. Whereas twenty-eight percent of the day students and 13.7% of the evening students expected to find a job related to their area of study at the College, only one of the Saturday respondents had the same expectation.

Nearly twelve percent of the day respondents expected their instructors to help them find a job (4.6% of the evening students had this same expectation) and 20.4% expected the College Placement Office to help them find a job (9.5% of the evening students had this same expectation). None of the Saturday students expected either their instructors or the College Placement Office to help them find a job.

Financial Aid (Refer to Tables DES-23, DES-24, DES-25, DES-26, DES-27, and DES-28)

Over 89% of the day and evening students who were surveyed responded to each part of the question related to the need for financial assistance while attending the College of Alameda. The greatest financial need for all three groups was for books and supplies, although this and other financial needs were substantially greater for day than for evening or Saturday students. Note that although well over 50% of the responses for the evening and Saturday students were in the "Not Important" column in Tables DES-24 and DES-25, nearly one-fourth or more of those respondents did have a need for financial assistance in several areas other than for books and supplies. (Tables DES-23, DES-24, DES-25).

Considerably more day, evening, and Saturday students expressed a need for financial assistance than those who had actually applied for financial aid. (Table DES-26)

As expressed previously in the analysis of the total student survey population, the first financial aid checks were not distributed until October 22. When asked what happened if their checks were received later than needed, nearly 25% of the day respondents stated they had to borrow money for books and supplies. Only 9.1% of the evening students had borrowed money and none of the Saturday students had borrowed money for books and supplies. (Table DES-27)

When asked why they had not received financial assistance, most of the day, evening, and Saturday respondents to this non-mutually exclusive question stated that they did not need financial assistance. Over 9% of the day students also stated that the procedures were too difficult or a hassle and they gave up. Eight percent of the evening students and two of the twenty-two Saturday students gave the same response. Over 9% of the day students checked "Other" as their reason for not applying for financial assistance, as did 10.3% of the evening students and three (13.6%) of the Saturday students. Although the day, evening, and Saturday data processing program did not yield specific subjective responses for the "Other" category, these responses for the total survey population are summarized on page 25 .

Table DES-23— Question No. 24a (DAY) T=1062:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	1004	94.5	512	51.0	157	15.6	335	33.4
Financial assistance for meals on campus	963	90.7	299	31.0	144	15.0	520	54.0
Financial assistance for transportation to and from campus	953	89.7	318	33.4	156	16.4	479	50.3
Financial assistance for other expenses such as housing, dental, medical care, etc.	961	90.5	360	37.5	171	17.8	430	44.7

Table DES-24 — Question No. 24a (EVENING) T=263:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	243	92.4	58	23.9	41	16.9	144	59.3
Financial assistance for meals on campus	236	89.7	29	12.3	28	11.9	179	75.8
Financial assistance for transportation to and from campus	237	90.1	35	14.8	32	13.5	170	71.7
Financial assistance for other expenses such as housing, dental, medical care, etc.	234	89.0	53	22.6	25	10.7	156	66.7

Table DES-25 — Question No. 24a (SATURDAY) T=22:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	21	95.5	5	23.8	4	19.0	12	57.1
Financial assistance for meals on campus	18	81.8	3	16.7	3	16.7	12	66.7
Financial assistance for transportation to and from campus	17	77.3	2	11.8	3	17.6	12	70.6
Financial assistance for other expenses such as housing, dental, medical care, etc.	18	81.8	5	27.8	2	11.1	11	61.1

Table DES-26 — Question No. 24b (DAY/EVENING/SATURDAY)
HAVE YOU APPLIED FOR FINANCIAL ASSISTANCE AT THE COLLEGE OF ALAMEDA?

	DAY T=1062 R=992 P=93.4 N	DAY R%	EVENING T=263 R=247 P=93.9 N	EVENING R%	SATURDAY T=22 R=21 P=95.5 N	SATURDAY R%
NO	555	55.9	202	81.8	21	100.0
YES	437	44.1	45	18.2	0	.0

Table DES-27 — Question No. 24c (DAY/EVENING/SATURDAY)
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	DAY T=1062 R	DAY P	EVENING T=263 R	EVENING P	SATURDAY T=22 R	SATURDAY P
Had to borrow money for books and supplies	259	24.4	24	9.1	0	.0
Had to drop one or more classes	72	6.8	9	3.4	0	.0
Could not buy books and supplies when needed	167	15.7	19	7.2	3	13.6
Nothing happened	72	6.8	19	7.2	0	.0
Other	49	4.6	1	.4	0	.0

Table DES-28 — Question No. 24d (DAY/EVENING/SATURDAY)
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	DAY T=1062 R	DAY P	EVENING T=263 R	EVENING P	SATURDAY T=22 R	SATURDAY P
I do not need financial assistance	322	30.3	148	56.3	13	59.1
I applied for financial assistance but didn't qualify for it	75	7.1	4	1.5	0	.0
I applied for financial assistance but my application was late. (Applied after Sept. 15)	68	6.4	8	3.0	0	.0
I applied for financial assistance but there were no more funds available	27	2.5	7	2.7	1	4.5
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	97	9.1	21	8.0	1	4.5
I was interested in applying, but I could not find anyone who would help me fill out the forms	78	7.3	8	3.0	2	9.1
Other	97	9.1	27	10.3	3	13.6

Extra-Curricular Activities (Refer to Table DES-29)

Over 47% of the day students were not interested in participating in extra-curricular activities. Note, however, that although the percentage was low, well over 100 day students were interested in participating in intercollegiate athletics and on-campus recreational activities. Over 50% of the evening and Saturday students were not interested in participating in extra-curricular activities.

Table DES-29 — Question No. 26 (DAY/EVENING/SATURDAY)
EXTRA-CURRICULAR ACTIVITIES I WOULD LIKE TO PARTICIPATE IN:

Activity	DAY T=1062 R	DAY T=1062 P	EVENING T=263 R	EVENING T=263 P	SATURDAY T=22 R	SATURDAY T=22 P
Clubs and organizations	242	22.8	40	15.2	4	18.2
Student government	99	9.3	16	6.1	2	9.1
Intercollegiate athletics	160	15.1	25	9.5	1	4.5
On-campus recreational activities	135	12.7	24	9.1	2	9.1
I am not interested in extra-curricular activities	501	47.2	144	54.8	14	63.6

Facilities (Refer to Tables DES-30, DES-31, and DES-32)

The lowest response by any of the three groups to any part of the question related to facilities was 68.3%.

Over 84% of the day students as compared with 59.3% of the evening students would make use of a quiet place to study other than the library. Day students also had a greater need for a place to relax between classes and a place to meet other people than did evening and Saturday students.

The facilities which would be least used by all three groups were a men's resource center, a women's resource center, and a place to meditate. Note, however, that although these facilities would be used to a lesser extent than the others, there were well over 200 students who indicated they would make use of them.

Table DES-30 — Question No. 27 (DAY) T=1062:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	986	92.8	829	84.1	157	15.9
A place to meet other people	872	82.1	563	64.6	309	35.4
A men's resource center	725	68.3	208	28.7	517	71.3
A women's resource center	769	72.4	327	42.5	442	57.5
A place to meditate	811	76.4	351	43.3	460	56.7
A place to relax between classes	947	89.2	782	82.6	165	17.4

Table DES-31 — Question No. 27 (EVENING) T=263:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	241	91.6	143	59.3	98	40.7
A place to meet other people	221	84.0	115	52.0	106	48.0
A men's resource center	195	74.1	54	27.7	141	72.3
A women's resource center	190	72.2	68	35.8	122	64.2
A place to meditate	202	76.8	78	38.6	124	61.4
A place to relax between classes	235	89.4	155	66.0	80	34.0

Table DES-32 — Question No. 27 (SATURDAY) T=22:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	19	86.4	12	63.2	7	36.8
A place to meet other people	19	86.4	11	57.9	8	42.1
A men's resource center	16	72.7	3	18.8	13	81.3
A women's resource center	20	90.9	13	65.0	7	35.0
A place to meditate	20	90.9	10	50.0	10	50.0
A place to relax between classes	20	90.9	14	70.0	6	30.0

Supplemental Learning Aids (Refer to Tables DES-33, DES-34, and DES-35)

Over 80% of each of the day, evening, and Saturday students responded to the question related to various types of supplemental learning aids. There was very little difference between the needs of day respondents and those of evening respondents. Over 55% of both groups would make use of each of the aids listed. Fourteen of the Saturday students would make use of short courses and special workshops.

Table DES-33 — Question No. 28 (DAY) T=1062:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Aid	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	972	91.5	639	65.7	126	13.0	207	21.3
Individualized self-paced courses	917	86.3	585	63.8	172	18.8	160	17.4
Short courses	891	83.9	569	63.9	163	18.3	159	17.8
Special workshops	914	86.1	621	67.9	137	15.0	156	17.1
Televised classes (shown on TV in your home)	912	85.9	503	55.2	220	24.1	189	20.7
Use of instructional media (TV, tapes, films, etc.)	916	86.3	637	69.5	96	10.5	183	20.0

Table DES-34 — Question No. 28 (EVENING) T=263:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Aid	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	233	88.6	145	62.2	28	12.0	60	25.8
Individualized self-paced courses	216	82.1	123	56.9	51	23.6	42	19.4
Short courses	219	83.3	142	64.8	40	18.3	37	16.9
Special workshops	219	83.3	147	67.1	37	16.9	35	16.0
Televised classes (shown on TV in your home)	230	87.5	130	56.5	56	24.3	44	19.1
Use of instructional media (TV, tapes, films, etc.)	222	84.4	154	69.4	23	10.4	45	20.3

Table DES-35 — Question No. 28 (SATURDAY) T=22:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Aid	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	20	90.9	13	65.0	3	15.0	4	20.0
Individualized self-paced courses	18	81.8	9	50.0	5	27.8	4	22.2
Short courses	19	86.4	14	73.7	3	15.8	2	10.5
Special workshops	18	81.8	14	77.8	4	22.2	0	.0
Televised classes (shown on TV in your home)	19	86.4	10	52.6	6	31.6	3	15.8
Use of instructional media (TV, tapes, films, etc.)	19	86.4	12	63.2	3	15.8	4	21.1

Learning Assistance Programs (Refer to Table DES-36)

In general, day students indicated they would make greater use of learning assistance programs than would evening or Saturday respondents. Greatest interest of both day (51.4%) and evening (33.8%) respondents was in one-to-one tutoring and in small group tutoring with others who have similar needs (day = 41.2%; evening = 26.6%).

Table DES-36 — Question No. 29 (DAY/EVENING/SATURDAY)
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Response	DAY T=1062 R	DAY T=1062 P	EVENING T=263 R	EVENING T=263 P	SATURDAY T=22 R	SATURDAY T=22 P
One-to-one tutoring in a specific academic area of study	546	51.4	89	33.8	3	13.6
One-to-one in an occupational area (automotive, etc.) of study	273	25.7	55	20.9	4	18.2
A personalized survival skills program (to improve basic reading and math skills) with close supervision	403	37.9	64	24.3	2	9.1
An independent individualized program (with little or no supervision)	227	21.4	59	22.4	5	22.7
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	337	31.7	66	25.1	3	13.6
Small group tutoring (with others who have similar needs)	438	41.2	70	26.6	5	22.7
Other	25	2.4	6	2.3	0	.0

SUMMARY

Demographic and Other Characteristics

Of the total Educational Needs Assessment sample of 1615 students, 1603 responded to the question related to the time of day they were attending classes. Of the 1603 respondents to the question, 1062 (66.2%) were day students, 263 (16.4%) were evening only students, and 22 (1.4%) students attended class on Saturday only.

Evening students tended to be older and contained a higher percentage of men than did day students. The Saturday population was predominantly female.

Fewer minority students were represented in the evening than in the day population, and almost half of the Saturday respondents were Asian.

A greater percentage of Saturday than either day or evening students had first learned to speak a language other than English.

A considerably greater percentage of veterans were represented in the evening population than in either the day or Saturday groups.

Nearly twice as great a percentage of day (16.6%) as evening (9.4%) respondents indicated they had a health or learning problem which limited their activities on the job or at school.

Saturday respondents tended to be enrolled for the first time at the College, whereas only 35% of the day respondents and 38.5% of the evening respondents were new. Almost twice as many evening students (8.1%) as day students (4.1%) had previously enrolled at the College but had received no credit.

Most day respondents (67.5%) were full-time students, and most evening (69.7%) and Saturday respondents (100%) were part-time students.

All three groups indicated that they chose to attend the College of Alameda because of the College's proximity to their respective residences, low cost, and preference of the quarter to the semester system.

Saturday students were less degree oriented than either the day or evening respondents. Day students were more interested than evening students in earning a degree or certificate in an occupational program, and they were slightly more interested in transferring to a four-year institution. Evening students were considerably more interested than day students in taking classes for enjoyment or to help them on the job.

Instructional Needs

Both day and evening respondents expressed a need to develop better study skills and habits and to improve basic reading, writing and math skills. In addition, evening students were particularly interested in speed reading and day students were particularly interested in talking with instructors about jobs, classes to take, etc. Saturday respondents were primarily interested in self-improvement classes.

Most day, evening and Saturday students indicated that they would make use of a variety of supplemental learning aids such as video tape, workshops, etc.

Day students expressed a greater need for one-to-one and/or small group tutoring than did the evening or Saturday respondents.

Support Service Needs

In general, all three groups thought it was more important to have counselors available in the evening than on Saturday. Although evening students expressed the need for counseling to a lesser extent than day students, both groups indicated an interest in having a counselor assist with programming and with plans to transfer to a four-year institution. Day students were also interested in assistance in developing better study habits and in taking interest, I.Q., diagnostic or other tests. Saturday respondents did not indicate a need for any of the services normally provided by counselors.

A greater percentage of day respondents (58.5%) than evening (41.6%) or Saturday (45.5%) respondents would make use of a housing referral service.

A greater percentage of day (12.2%) than evening (9.2%) respondents indicated a need for child care. Five of nineteen Saturday respondents expressed a need for child care service.

Evening students expressed less of a need for assistance in finding a job while enrolled at the College and upon completion of their studies than did day or Saturday students.

Day respondents indicated a greater need for financial assistance than did evening or Saturday respondents.

Day (47.2%), evening (54.8%), and Saturday (63.6%) respondents were not particularly interested in participating in extra-curricular activities.

Most of the day (84.1%), evening (59.3%), and Saturday (63.2%) respondents would make use of a quiet place to study other than the library. All three groups also expressed considerable interest in having a place to relax between classes.

Other

Over two-thirds of the day, evening, and Saturday students were not aware of the due process/grievance procedures.

The vast majority of the day, evening, and Saturday respondents were satisfied with the College of Alameda grading and class attendance policies.

DISABLED STUDENTS

(Marge Maloney)

The Educational Needs Assessment Report on Disabled Students is written with the philosophy that disabled persons have more similarities with the total population surveyed than differences. This particular subgroup is made up of members from all other subgroups. A disabled person may be a minority, a female, a veteran, etc., and has needs relating to his or her membership in each of these groups. This report attempts to identify the areas in which disabled students differ from the general population and the specific needs disabled students have in addition to the needs expressed by the general population.

For the purposes of this report the term "disabled student" refers to those who responded affirmatively on the Educational Needs Assessment Survey to question 6a (Do you have any kind of disabling condition or recurrent health problem?) or 6b (Do you have any severe learning problems?). Question 6b sought to identify students with learning disabilities as this category has been added recently to legislation affecting community college programs for disabled students. Question 6c (Does this condition or problem limit your activities - school, job, etc.?) was included in the questionnaire to try to determine the impact of the disability on the life of the student.

Of the 1615 total respondents to the questionnaire, 111 students indicated that they had a disabling condition or recurrent health problem, 69 students indicated that they had both a disabling condition and a severe learning problem. A total of 198 respondents, or 12.0% of the total surveyed population indicated that they had a disability. This coincides with the standard 12.0% used in federal and state government agencies to estimate the number of disabled persons among the general population. Over half of the disabled respondents (51.4%) indicated that their school-or-job-oriented activities are limited by their disabilities.

Age (Refer to Table DIS-1)

Disabled students are generally older than the surveyed non-disabled students.

Percentages of disabled students were lower than the overall surveyed population in the 16-18 and 19-21 age categories, and higher in the groups over age 28. Only 4.3% of the total survey population was 50 or older, whereas 11.3% of the disabled group was 50 or older. These figures probably reflect a normal increase in the frequency of health problems with age. Another consideration is that the community college may attract persons who have been employed for many years, but suddenly find that because of a disability or health problem their jobs are too stressful or too strenuous. Persons employed in jobs requiring physical labor may be injured on the job or find that they are unable to continue a job because of a disability or health problem. The community college offers retraining for those who are seeking a different type of employment and recreational/liesure types of activity for those who are not working.

Table DIS-1 — Question No. 1 (DISABLED) T=198 R=194 P=98.0
HOW OLD ARE YOU?

Age	N	R%
16 - 18	13	6.7
19 - 21	37	19.1
22 - 24	32	16.5
25 - 27	22	11.3
28 - 34	35	18.0
35 - 41	20	10.3
42 - 49	13	6.7
50 or older	22	11.3

Sex

There were more female, disabled respondents (54.2%) than male, disabled respondents (45.8%). The percentage of disabled male respondents was slightly higher (2.9%) than the percentage of males in the total surveyed population.

Ethnic Composition (Refer to Table DIS-2)

There was a higher percentage of minorities among the disabled students (69.8%) than among the overall survey population (55.4%). The percentage of minorities was higher in every ethnic category except Chicano/Latin American. Black/Afro American students represented the largest group of disabled minorities (41.7%).

TABLE DIS-2 — Question No. 3 (DISABLED /ALL) T=198 R=192 P=97.0
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	Disabled N	Disabled R	All Survey Respondents N	All Survey Respondents R%
American Indian/Native American	6	3.1	38	2.4
Black/Afro-American	80	41.7	572	36.3
Chicano/Latin American	8	4.2	98	6.2
Oriental/Asian American	24	12.5	165	10.5
White/Caucasian	58	30.2	630	40.0
Other (Please specify: _____)	16	8.3	73	4.6

Veterans

Of the 340 veterans who completed the Educational Needs Assessment Survey, 50 or 14.7% indicated that they had either a physical disability or a severe learning problem. This figure is higher than the number of total survey respondents with a disability (12.0%).

Enrollment Status

Only 66.1% of the disabled students were enrolled at any high school or college during the past five years compared to 76.9% in the total survey population. Over one-third of the disabled group, then, is returning to school after at least five years absence.

Reasons for Coming to the College of Alameda (Refer to Table DIS-3)

Generally, disabled students came to the College of Alameda for the same reasons other students did. A slightly higher percentage came to enroll in a specific occupational program. Low cost, closeness to home, and the quarter system were important, but less so to the disabled group than to the total group. Factors which were more important to the disabled group were:

1. The size of the campus.
2. Couldn't find a job so decided to go to school.
3. To test my ability to do college work.
4. Didn't have anything better to do.

It is not surprising that these factors were important when one considers the mobility problems often associated with disability, job discrimination against persons with disabilities, and the problems in academic skills that accompany a learning disability.

Table DIS-3 — Question No. 10 (DISABLED) T=198
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	R	P
Low cost	58	29.3
College of Alameda is close to where I live	64	32.3
Prefer the quarter system to the semester system	67	33.8
My friends were enrolled or planning to enroll	12	6.1
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	66	33.3
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	36	18.2
The size of the campus	24	12.1
The atmosphere of the College	24	12.1
Wasn't sure what else to do	14	7.1
Couldn't find a job so decided to go to school	33	16.7
Didn't qualify for admission to a four-year college	21	10.6
College of Alameda is close to where I work	20	10.1
Advice of my friends	8	4.0
Advice of a high school counselor or teacher	10	5.1
My parents wanted me to attend	8	4.0
To test my ability to do college work	54	27.3
Didn't have anything better to do	18	9.1
Other	41	20.7

Degree or Other Objective (Refer to Table DIS-4)

While attending College of Alameda, disabled persons indicated an interest primarily in taking classes to help on the job, training in an occupational area, or transferring to a four-year school after completing an A.A.

A significant number (19.9%) were interested only in taking classes for enjoyment, and a higher percentage than the total population (6.6% compared to 3.2%) wanted just to improve basic language and math skills.

Table DIS-4 — Question No. 11 (DISABLED) T=198 R=196 P=99.0
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	39	19.9
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	36	18.4
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	35	17.9
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	10	5.1
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	38	19.4
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	17	8.7
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	13	6.6
Other (Please specify: _____)	8	4.1

Instructional Needs (Refer to Table DIS-5)

Most of the disabled students that responded to the questionnaire expressed a strong need to improve reading, writing, math, and study skills along with their other goals.

Eighty-one point two percent (81.2%) said it was very important or important to improve basic math skills; 79.8% said it was very important or important to develop better study skills and habits; 75.7% said it was very important or important to learn speed reading; 71.1% said it was very important or important to take self-improvement classes; 64.4% said it was very important or important to take a career planning class and 63.8% said the same thing about using a career education center or career library; 76.0% said it was very important or important to talk with instructors on a regular basis outside of class to discuss progress; and 79.2% said it was important or very important to talk with instructors about jobs in their particular area of instruction.

These high percentages seem to indicate that disabled students are very concerned about their academic skills and their job potential and are interested in taking action to improve themselves in these areas.

Table DIS-5 — Question No. 16 (DISABLED) T=198

INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very important (need) N	Very important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	176	88.9	97	55.1	46	26.1	31	17.6	2	1.1
Improve basic math skills	170	85.9	89	52.4	53	31.2	25	1.47	3	1.8
Develop better study skills and habits	169	85.4	91	53.8	44	26.0	28	16.6	6	3.6
Speed reading	165	83.3	72	43.6	53	32.1	30	18.2	10	6.1
Take a Saturday family reading program (to improve basic reading skills)	157	79.3	24	15.3	37	23.6	69	43.9	27	17.2
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	170	85.9	48	28.2	73	42.9	30	17.6	19	11.2
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	164	82.8	43	26.2	51	31.1	51	31.1	19	11.6
Take a class in how to use the library	164	82.8	34	20.7	52	31.7	67	40.9	11	6.7
Take a career planning class	161	81.3	40	24.8	65	40.4	44	27.3	12	7.5
Make use of a career education center or career library	163	82.3	31	19.0	73	44.8	37	22.7	22	13.5
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	163	82.3	27	16.6	41	25.2	68	41.7	27	16.6
Talk with my instructors on a regular basis outside of class to discuss my progress	167	84.3	50	29.9	77	46.1	28	16.8	12	7.2
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	164	82.8	65	39.6	65	39.6	22	13.4	12	7.3

Counseling Needs (Refer to Table DIS-6)

Disabled students expressed a strong need for the counseling services provided on campus. Particular services which were very important or important were:

Talk with a counselor to plan classes (82.4%);
Have some help to learn study skills (70.5%);
Talk with a counselor to plan for transferring (68.1%);
Have counselors available in the evenings (57.2%);
Take an interest, aptitude, I.Q., or diagnostic test (57.0%);
Talk with a peer counselor (52.8%);
Talk with a counselor for disabled students (50.0%);
Talk with a counselor for personal reasons (49.4%).

Table DIS-6 Question No. 18 (DISABLED) T=198
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	168	84.8	50	29.8	46	27.4	54	32.1	18	10.7
Have counselors available on Saturdays	163	82.3	30	18.4	40	24.5	65	39.9	28	17.2
Talk with a counselor to help me plan the classes I should take	170	85.9	85	50.0	55	32.4	27	15.9	3	1.8
Talk with a counselor to help me with my plans to transfer to a four-year college	166	83.8	77	46.4	36	21.7	42	25.3	11	6.6
Talk with a counselor for personal reasons	162	81.8	35	21.6	45	27.8	63	38.9	19	11.7
Talk with a counselor who is specially trained to work with disabled students	166	83.8	37	22.3	46	27.7	66	39.8	17	10.2
Take an interest, aptitude, I.Q. or diagnostic test	164	82.8	37	22.6	58	35.4	53	32.3	16	9.8
Have someone help me to learn to study better	166	83.8	73	44.0	44	26.5	40	24.1	9	5.4
Talk with a student who has been trained as a peer counselor	163	82.3	34	20.9	52	31.9	61	37.4	16	9.8
Prefer to talk with a male counselor	158	79.8	24	15.2	31	19.6	69	43.7	34	21.5
Prefer to talk with a female counselor	158	79.8	30	19.0	32	20.3	61	38.6	35	22.2
Prefer to talk with a minority counselor	152	76.8	21	13.8	30	19.7	76	50.0	25	16.4
Prefer not to talk with any counselor Why not?	37	18.7	36	97.3	0	0.0	1	2.7	0	0.0

Financial Aid (Refer to Table DIS-7)

Disabled students expressed a greater need than the total population of the survey for financial assistance. This need could be the result of increased medical expenses, unemployment or under-employment related to having a disability, or insufficient disability benefits. Another factor is that disabled persons who may be physically able to supplement their income with part-time employment risk loosing federal disability payments or Medi-cal by doing so.

Table DIS-7 — Question No. 24a (DISABLED/ALL) T (DIS)=198 T (ALL)=1615:
IMPORTANCE OF FINANCIAL ASSISANCE.

Type of Assistance	Combined Response: Important and Very Important — Disabled R	P	N	R%	All Survey Respondents R	P	N	R%
Financial assistance for books and supplies	180	90.9	137	76.1	1518	94.0	934	61.5
Financial assistance for meals on campus	164	82.8	98	59.8	1452	89.9	609	41.9
Financial assistance for transportation to and from campus	162	81.8	93	57.4	1448	89.7	667	46.0
Financial assistance for other expenses such as housing, dental, medical care, etc.	166	83.8	112	67.5	1453	90.0	750	51.6

Learning Assistance Programs (Refer to Tables DIS-8 and DIS-9)

In the area of learning assistance, disabled students expressed a strong preference for one-to-one tutoring (both in a specific academic area and an an occupational area), a survival skills program with close supervision, and learning assistance geared to specific classes offered at the College.

Table DIS-8 — Question No. 29 (DISABLED) T=198
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	122	61.6
One-to-one tutoring in an occupational area (automotive, etc.) of study	62	31.3
A personalized survival skills program (to improve basic reading and math skills) with close supervision	93	47.0
An independent individualized program (with little or no supervision)	49	24.7
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	82	41.4
Small group tutoring (with others who have similar needs)	80	40.4
Other	10	5.1

Although group tutoring and unsupervised programs were mentioned, disabled students tended to choose types of assistance that were more individualized and involved more contact hours with instructors. Differences in learning styles between the learning disabled and non-learning disabled student may account for this. A learning disabled student has difficulty processing written information for input (reading) or for output (writing). Classroom situations which rely on these skills for transmitting information between the teacher and the student are very difficult for a person with a learning disability. This difficulty extends beyond the need to improve basic skills. A learning disability is a specific, permanent, neurological impairment. If this impairment interferes with learning via traditional methods then alternative methods must be utilized. Courses which involve more personal contact with the teacher may utilized additional modes of learning such as auditory, visual and tactile stimulus. This explains the responses to question 28 which indicates a preference for instructional T.V. or video tape in the classroom and individualized self-paced courses.

Table DIS-9 — Question No. 28 (DISABLED) T=198
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

			YES		NO		DON'T KNOW	
Learning Aid	R	P	N	R%	N	R%	N	R%
Instructional TV or video tape (in the classroom)	174	87.9	128	73.6	20	11.5	26	14.9
Individualized self-paced courses	162	81.8	110	67.9	27	16.7	25	15.4
Short courses	158	79.8	96	60.8	30	19.0	32	20.3
Special workshops	166	83.8	122	73.5	16	9.6	28	16.9
Televised classes (shown on TV in your home)	165	83.3	96	58.2	29	17.6	40	24.2
Use of instructional media (TV, tapes, films, etc.)	167	84.3	119	71.3	15	9.0	33	19.8

SUMMARY

Demographic and Other Characteristics

Disabled students were generally older than the non-disabled respondents.

Approximately 70% of surveyed disabled students belonged to an ethnic minority group.

Over one-third of the disabled group was returning to school after at least five years absence.

Instructional Needs

Disabled students expressed a strong need to improve reading, writing, math and study skills.

Preferred instructional methods were: one-to-one tutoring, survival skills program, and special learning assistance in various classes.

Support Service Needs

Disabled students indicated a need for the counseling services provided on campus as well as additional financial assistance. The need for special services such as registration assistance, special parking, and a counselor for disabled students was expressed.

E.O.P.S. RESPONDENTS

(David Gerard and Jeffery Devers, Jr.)

INTRODUCTION

The Extended Opportunity Program and Services (EOPS) at the College of Alameda is a state-funded project designed to assist 600 designated low-income students in 1976-77 to reach their academic goals. The EOPS attempts to fulfill its task through peer counseling, tutoring, and crisis intervention services, supplemented by EOPS grants for some students in the program.

Age, Sex, Ethnicity, Native Language (Refer to Tables EOPS-1, EOPS-2, EOPS-3, and EOPS-4)

The Educational Needs Assessment survey sample of EOPS students very closely resembled the total EOPS student enrollment in Fall, 1976 in terms of age, sex, ethnicity, and native language. Of the EOPS students surveyed, 64.3 percent were under twenty-five years old, 68.1 percent were female, and 61.9 percent were Black. (See Tables EOPS-1 through EOPS-4 for further data.) The only demographic item which may not be representative is the 4.4 percent of EOPS students surveyed who were from Asian ethnic backgrounds. This contrasts with the official EOPS figures which indicate that about 10 percent of EOPS students in Fall, 1976 were Asian.

Table EOPS-1 — Question No. 1 (EOPS) T=187 R=182 P=97.3
HOW OLD ARE YOU?

Age	N	R%
16-18	30	16.5
19-21	59	32.4
22-24	28	15.4
25-27	23	12.6
28-34	20	11.0
35-41	11	6.0
42-49	5	2.7
50 or older	6	3.3

Table EOPS-2 — Question No. 2 (EOPS) T=187 R=166 P=88.8
SEX

Response	N	R%
Male	53	31.9
Female	113	68.1

Table EOPS 3 — Question No. 3 (EOPS) T=187 R=181 P=96.8
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	N	R%
American Indian/Native American	3	1.7
Black/Afro-American	112	61.9
Chicano/Latin American	18	9.9
Oriental/Asian American	8	4.4
White/Caucasian	28	15.5
Other (Please specify: _____)	12	6.6

Table EOPS-4 — Question No. 4 (EOPS) T=187 R=183 P=97.9
WAS ENGLISH THE FIRST LANGUAGE YOU LEARNED TO SPEAK?

Response	N	R%
YES	152	83.1
NO	31	16.9

Needs in Basic Skills (Refer to Tables EOPS-5, EOPS-6, EOPS-7, and EOPS-8)

Several items on the questionnaire were directed toward the student's degree of motivation for academic achievement. Questions relating to the relative importance of such needs as improving one's basic reading and writing skills, developing better study skills and habits, and the need for a quiet place to study on-campus can indicate a student's interest in academic achievement. EOPS students consistently demonstrated a greater degree of perceived needs than non-EOPS students in questions such as these.

For example, when asked to rate the relative importance of a wide range of needs relating to academic and career area, EOPS students made some interesting responses. For example, as indicated in Table EOPS-5, the greatest perceived needs among EOPS respondents were in skills-related areas such as improving basic skills and developing better study habits. A further important need was the need to "talk with their instructors about jobs in their particular area of instruction, which classes to take, etc."

When compared with responses made by non-EOPS respondents, the EOPS students' distinctive needs in the basic skills areas become more apparent. For example, 40.3 percent of all non-EOPS students surveyed considered the need to improve basic reading and writing skills to be "Very Important", compared to 57.5% of EOPS students surveyed. While 43 percent of non-EOPS respondents felt that developing better study skills and habits was a "Very Important" need, 50.3 percent of EOPS students considered this same need to be "Very Important". Slightly over 38 percent of non-EOPS respondents rated improving math skills as "Very Important", as compared with 48.9 percent of EOPS respondents who felt the same way. The fourth most important need in this series, the need to talk with instructors about jobs and course selection, elicited a rating of "Very Important" from only 30.5 percent of non-EOPS respondents, compared to 46.5 percent of EOPS responses.

Table EOPS-5 Question No. 16 (EOPS) T=187
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Improve basic reading and writing skills	179	95.7	103	57.5	48	26.8	26	14.5	2	1.1
Improve basic math skills	178	95.2	87	48.9	62	34.8	26	14.6	3	1.7
Develop better study skills and habits	177	94.7	89	50.3	67	37.9	14	7.9	7	4.0
Speed reading	170	90.9	74	43.5	62	36.5	27	15.9	7	4.1
Take a Saturday family reading program (to improve basic reading skills)	162	86.6	18	11.1	37	22.8	66	40.7	41	25.3
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	172	92.0	34	19.8	73	42.4	41	23.8	24	14.0
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	170	90.9	44	25.9	71	41.8	45	26.5	10	5.9
Take a class in how to use the library	167	89.3	22	13.2	67	40.1	69	41.3	9	5.4
Take a careers planning class	163	87.2	33	20.2	70	42.9	46	28.2	14	8.6
Make use of a career education center or career library	169	90.4	31	18.3	81	47.9	35	20.7	22	13.0
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	167	89.3	45	26.9	38	22.8	67	40.1	17	10.2
Talk with my instructors on a regular basis outside of class to discuss my progress	172	92.0	60	34.9	82	47.7	20	11.6	10	5.8
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	172	92.0	80	46.5	77	44.8	11	6.4	4	2.3

The responses to questions 27 through 29 seem to give additional support to the picture of the EOPS students as being seriously committed to academic achievement. The responses to question 27, concerning the student's probable use of a quiet place to study on-campus, is significant. While 159 EOPS respondents, or 92.4 percent of all those who answered the question would use such a facility, only 77.3 percent of non-EOPS would also do so. In question 28, 78.1 percent of EOPS respondents would use special workshops if they were offered, while only 66.7 percent of non-EOPS students would. Responses to the question focusing on tutoring needs revealed even a greater degree of disparity between EOPS and non-EOPS students. While 60.4 percent of all surveyed EOPS students would have liked one-to-one tutoring in a specific academic area to be available, 45.4 percent of non-EOPS students seek this kind of support service. Table EOPS-6 through EOPS-8 indicate that EOPS respondents sought every learning assistance program listed in a proportion greater than that of non-EOPS respondents.

Table EOPS-6 — Question No. 27 (EOPS v. NON-EOPS) T=187 (EOPS), 1428 (Non-EOPS)
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
Quiet place to study (other than the library)						
EOPS	172	92.0	159	92.4	13	7.6
NON-EOPS	1320	92.4	1021	77.3	299	22.7
Place to meet other people						
EOPS	147	78.6	104	70.4	43	29.3
NON-EOPS	1189	83.2	723	60.8	466	39.2
Men's resource center						
EOPS	104	55.6	38	36.5	66	63.5
NON-EOPS	1017	71.2	281	27.6	736	72.4
Women's resource center						
EOPS	130	69.5	81	62.3	49	37.7
NON-EOPS	1054	73.8	447	42.4	607	57.6
Place to meditate						
EOPS	135	72.2	86	63.7	49	36.3
NON-EOPS	1104	77.3	447	40.5	657	59.6
Place to relax between classes						
EOPS	169	90.4	152	89.9	17	10.1
NON-EOPS	1276	89.3	994	77.9	282	22.1

Table EOPS-7 — Question No. 28 (EOPS vs NON-EOPS) T=187 (EOPS), 1428 (Non-EOPS):
ALTERNATE LEARNING OPPORTUNITIES. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)								
EOPS	163	87.2	117	71.8	14	8.6	32	19.6
NON-EOPS	1307	91.5	838	64.1	176	13.5	293	22.4
Individualized self-paced courses								
EOPS	153	81.8	95	62.1	17	11.1	41	26.8
NON-EOPS	1224	85.7	756	61.8	258	21.0	210	17.1
Short courses								
EOPS	148	79.1	104	70.3	11	7.4	33	22.3
NON-EOPS	1211	84.8	780	64.4	230	19.0	201	16.6
Special Workshops								
EOPS	160	85.6	125	78.1	9	5.6	26	16.3
NON-EOPS	1232	86.2	822	66.7	199	16.1	211	17.1
Televised classes (shown on TV in your home)								
EOPS	158	84.5	109	69.0	15	9.5	34	21.5
NON-EOPS	1240	86.8	628	50.6	319	25.7	247	19.9
Use of instructional media (TV, tapes, films, etc.)								
EOPS	155	82.9	117	75.5	8	5.2	30	19.4
NON-EOPS	1243	87.0	862	69.3	142	11.4	239	19.2

Table EOPS-8 — Question No. 29 T=187 (EOPS), 1428 (Non-EOPS)
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study		
EOPS	113	60.4
NON-EOPS	648	45.4
One-to-one tutoring in an occupational area (automotive, etc.) of study		
EOPS	60	32.1
NON-EOPS	332	23.2
A personalized survival skills program (to improve basic reading and math skills) with close supervision		
EOPS	98	52.4
NON-EOPS	458	32.1
An independent individualized program (with little or no supervision)		
EOPS	45	24.1
NON-EOPS	307	21.5
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda		
EOPS	79	42.2
NON-EOPS	418	29.3
Small group tutoring (with others who have similar needs)		
EOPS	86	46.0
NON-EOPS	529	37.0

When the EOPS responses to questions regarding development of basic skills, quiet places to study, and the need for tutoring are considered, it becomes clear that EOPS students were strongly motivated toward academic achievement. Some may argue that EOPS students do not do as well in college classes as other students, and that they therefore have greater needs. However, data accumulated by the EOPS staff regarding EOPS student grades and number of units completed each quarter show that EOPS students have academic records equal to or better than non-EOPS students. Similarly, the academic aspirations of EOPS students, as shown in the next section, are high.

Other Instructional Needs (Refer to Tables EOPS-9 and EOPS-10)

Many of the educational needs of EOPS students, as indicated by the survey, seem to be related to their academic aspirations. In fact, an analysis of EOPS student responses leads one to hypothesize that EOPS students have great motivation for academic achievement because they have high academic aspirations. The goals they establish for themselves increase their motivation to achieve. While 35.8 percent of all EOPS respondents indicated in Table EOPS-9 that they had plans to transfer to a four-year institution after receiving an associate degree, 22.5 percent of non-EOPS students had such plans. Even when those students who plan to transfer without receiving an associate degree are included, 42.5 percent of EOPS respondents planned to transfer, compared to 36.4 percent of non-EOPS student. Thus, among those students questioned, EOPS students were more likely to plan to go on to a four-year institution after leaving the College than were non-EOPS students.

Responses for EOPS and non-EOPS students to question 11 are indicated in Table 9. Note that EOPS students were less likely than non-EOPS students to take classes merely for enjoyment or to help themselves to perform better on jobs which they held at the time of the survey. It seems valid to infer that EOPS students respond in this manner because of their current financial situations. [1]

1. All EOPS students in Fall, 1976 had family incomes below $6000 per year, for a family of four.

Table EOPS-9 — Question No. 11
T=187 R=179 P=95.7 (EOPS), T=1428 R=1403 P=98.2 (Non-EOPS)
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind		
EOPS	14	7.8
NON-EOPS	175	12.5
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.) with no particular degree in mind		
EOPS	26	14.5
NON-EOPS	259	18.5
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)		
EOPS	38	21.2
NON-EOPS	295	21.0
Earn an A.A. or A.S. degree in an academic area (History, English, etc.) with no plans to transfer to a four-year college or university		
EOPS	11	6.1
NON-EOPS	61	4.3
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university		
EOPS	64	35.8
NON-EOPS	316	22.5
Transfer to a four-year college or university without obtaining an A.A. or A.S. degree		
EOPS	12	6.7
NON-EOPS	195	13.9
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college		
EOPS	10	5.6
NON-EOPS	41	3.0
Other		
EOPS	4	2.2
NON-EOPS	69	4.9

A further index of aspirations of EOPS students is found in their post-Alameda employment preferences. Seventy-eight EOPS students, or 41.7 percent of those EOPS students who felt the need for assistance in finding employment upon leaving Alameda, planned to seek full-time jobs. This response was somewhat surprising. Although EOPS students composed just 11.1 percent of the 1615 students who participated in the survey, 37.9 percent of the students who indicated a need for a full-time job were EOPS respondents. Thus, if the survey data corresponds to the actual preferences of the College's students, it follows that about three of every eight Alameda students needing assistance in finding full-time jobs after leaving college are EOPS students.

The academic aspirations and career goals of EOPS students find expression in some perceived needs in the instructional area. In responding to the question regarding the need for new academic major programs, EOPS students indicated more interest than non-EOPS students in every proposed new major program, sometimes by a two to one ratio.

For example, when asked whether they would like to work for an A.A. degree in a bilingual education aide program, 27 of the 117 EOPS students who responded, or 23.1 percent, indicated interest. This compares to 105 of 883, or 11.9 percent of non-EOPS respondents who also indicated interest. While the bilingual education aide major was clearly the most popular proposed new major among EOPS students surveyed, Table EOPS-10 shows that EOPS students consistently displayed greater interest than non-EOPS students in every category.

Table EOPS-10 — Question No. 14 T=187 (EOPS), 1428 (Non-EOPS)
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area N	R%	I would take some classes, but probably not work for an A.A. degree N	R%	I would probably not take any of the classes in this area N	R%
Bilingual education aide								
EOPS	117	62.6	27	23.1	34	29.1	56	47.9
NON-EOPS	883	61.8	105	11.9	226	25.6	552	62.5
Earth Sciences								
EOPS	104	55.6	14	13.5	41	39.4	49	47.1
NON-EOPS	869	60.8	66	7.6	353	40.6	450	51.8
Geology								
EOPS	95	50.8	6	6.3	28	29.5	61	64.2
NON-EOPS	833	58.3	46	5.6	261	31.3	438	52.6
Instructional Services (media aide)								
EOPS	104	55.6	14	13.5	38	36.5	52	50.0
NON-EOPS	821	57.4	56	6.8	209	25.5	556	67.7
Insurance								
EOPS	102	54.5	13	12.7	31	30.4	58	56.9
NON-EOPS	860	57.5	76	8.8	237	27.6	547	63.6
Nautical Science								
EOPS	99	52.9	6	6.1	31	31.3	62	62.4
NON-EOPS	825	57.8	42	5.0	226	27.4	557	67.5
Religious Studies								
EOPS	107	57.2	11	10.3	35	32.7	61	57.0
NON-EOPS	838	58.7	37	4.4	215	25.6	586	70.0
Ethnic Studies								
EOPS	106	56.7	17	16.0	43	40.6	46	43.4
NON-EOPS	886	62.0	82	9.2	333	37.6	471	53.2
Women's Studies								
EOPS	109	58.3	17	15.6	47	43.1	45	41.3
NON-EOPS	874	61.2	73	8.3	320	36.6	481	55.0

Given the high percentage of EOPS minority women responding to the survey, it is not surprising that the bilingual aide major was followed by ethnic studies and women's studies as the second and third most popular proposed new majors. All of the conclusions from this data, however, should be tempered by the recognition that in almost every case, about 50 percent of the EOPS respondents and up to 70 percent of non-EOPS respondents indicated that they probably would not take any classes in these proposed new majors.

Student Service Needs

EOPS respondents saw themselves as needing a wide range of services, including housing, child care and job referrals; and academic, career, and personal counseling at both the professional and peer counseling level. As the following data indicate, EOPS students have a wider range of needs in the student services areas than do non-EOPS students.

The most frequently indicated service need of EOPS students was to have assistance in finding a job after completing studies at the College. In responding to question 23b, 133 of 171 EOPS respondents, or 77.8 percent, expressed this need. This contrasts with the 685 of 1344 non-EOPS respondents, or 51.7 percent who indicated this need. This response confirms the perception of EOPS staff in serving the students in their program, and it points out the EOPS student's concern for financial stability upon leaving the College.[2]

When asked whether they needed assistance in finding a job while enrolled in college, 119 of 171 EOPS respondents or 69.9 percent, expressed this need. Among non-EOPS respondents, this percentage was substantially smaller, as 638 of 1343 non-EOPS students or 46.7 percent indicated such a need. This response to question 23a provides further evidence of the strong employment orientation among EOPS students.

Another commonly-cited service need of the EOPS respondents was in the area of housing referrals. When asked whether they would make use of a housing referral service,

2. A job board (a bulletin board listing job openings) initiated by the EOPS peer counseling coordinator in Jan. 1977 brought a steady stream of students into the peer counseling office. From peer counselors' experiences it appeared that students were most interested in locating jobs closely related to their academic programs at the College.

137 of 181 EOPS respondents, or 75.7 percent, responded positively. This compares to 712 of 1372 non-EOPS respondents or 51.8 percent who indicated a need for a housing referral service. Given the difficult financial situations of EOPS students, and the frequency with which they face evictions (as evidenced in EOPS staff contact), this result is hardly surprising.

The need for child care while attending the College was an expressed need of 20.4 percent, or 34 of the 167 EOPS respondents. A similar need was indicated by 153 of 1320 non-EOPS respondents, or 11.5 percent. This result matches EOPS staff experiences. While 10.6 percent, or 9 of 85 EOPS respondents indicated that they were presently using the College of Alameda Child Care Center, 24 of 570 non-EOPS respondents, or 4.2 percent also indicated use. This higher percentage of use can be partly explained by the routine EOPS peer counselor practice of escorting mothers to the Child Care Center for an interview with the center's director immediately after they fill out application forms for EOPS.

EOPS students showed a higher proportion of need for counseling services than did non-EOPS students. While 28.2 percent of EOPS respondents considered evening counseling to be a "Very Important" service, 20 percent of non-EOPS respondents answered the same way. While 55.2 percent of EOPS respondents thought that it was "Very Important" to talk to a counselor to help plan their class schedules, 41.0 percent of non-EOPS respondents shared this need. Among EOPS respondents, 57.5 percent thought that it was "Very Important" to talk with a counselor to help plan a transfer to a four-year college; among non-EOPS respondents, the figure drops to 39.8 percent. Clearly, as can be seen in Table EOPS-11, EOPS students responding to the survey sought professional counseling services in a higher proportion than non-EOPS respondents.

Table EOPS-11 — Question No. 18 T=187 (EOPS), 1428 (Non-EOPS)
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH F THE FOLLOWING?

			VERY IMPORTANT (need)		IMPORTANT (can use)		UNIMPORTANT (don't need)		DON'T KNOW	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Have counselors available in the evenings										
EOPS	170	90.9	48	28.2	52	30.6	53	31.2	17	10.0
NON-EOPS	1314	92.0	213	20.0	410	31.2	527	40.1	114	8.7
Have counselors available on Saturdays										
EOPS	167	89.3	28	16.8	40	24.0	75	44.9	24	14.4
NON-EOPS	1282	89.8	141	11.0	327	25.5	660	51.5	154	12.0
Talk with a counselor to help me plan the classes I should take										
EOPS	174	93.0	96	55.2	64	36.8	11	6.3	3	1.7
NON-EOPS	1320	92.4	542	41.0	501	38.0	247	18.7	30	2.3
Talk with a counselor to help me with my plans to transfer to a four-year college										
EOPS	174	93.0	100	57.5	45	25.9	24	13.8	5	2.9
NON-EOPS	1304	91.3	520	39.9	345	26.4	376	28.8	63	4.8
Talk with a counselor for personal reasons										
EOPS	166	88.8	33	19.9	52	31.3	73	44.0	8	4.8
NON-EOPS	1278	89.5	159	12.4	309	24.1	721	56.4	89	7.0
Talk with a counselor who is specially trained to work with disabled students										
EOPS	165	88.2	39	23.6	34	20.6	73	44.8	18	10.9
NON-EOPS	1277	89.4	148	11.6	187	14.6	827	64.8	116	9.0
Take an interest, aptitude, I.Q. or diagnostic test										
EOPS	171	91.4	36	21.1	67	39.2	54	31.6	14	8.2
NON-EOPS	1286	90.0	212	16.5	431	33.5	540	41.9	103	8.0
Have someone help me to learn to study better										
EOPS	170	90.9	61	35.9	58	34.1	41	24.1	10	5.9
NON-EOPS	1295	90.7	301	23.2	435	33.6	494	38.1	65	5.0
Talk with a student who has been trained as a peer counselor										
EOPS	170	90.9	28	16.5	75	44.1	56	32.9	11	6.5
NON-EOPS	1274	89.2	140	11.0	352	27.6	664	52.1	118	9.3
Prefer to talk with a male counselor										
EOPS	163	87.2	27	16.6	34	20.9	77	47.2	25	15.3
NON-EOPS	1249	87.5	102	8.2	227	18.1	680	54.4	243	19.4
Prefer to talk with a female counselor										
EOPS	158	84.5	25	15.8	39	24.7	70	44.3	24	15.2
NON-EOPS	1242	86.9	129	10.3	244	19.6	623	50.1	246	19.8
Prefer to talk with a minority counselor										
EOPS	154	82.4	33	21.4	33	21.4	67	43.5	21	13.6
NON-EOPS	1212	84.8	131	10.8	190	15.7	654	54.0	197	16.2
Prefer not to talk with any counselor										
EOPS	27	14.4								
NON-EOPS	217	15.1								

When asked about the relative importance of talking with "a student who has been trained as a peer counselor", 16.5 percent of EOPS respondents considered this to be a "Very Important" service, and 44.1 percent considered it "Important". Among non-EOPS respondents, the respective figures are 10.9 percent ("Very Important") and 27.6 percent ("Important"). Given the fact that all EOPS students are assigned to an EOPS peer counselor, it is not surprising that EOPS respondents more than other responding students, thought that it was important to have peer counseling services.

Conclusions

From an analysis of the data, one can conclude that the educational needs of EOPS students bear a close relationship to their level of aspirations. According to the data presented here, the most prevalent aspirations of EOPS students include transferring to a four-year college or finding full-time employment upon leaving Alameda. These academic and career aspirations are expressed in a desire among some EOPS students for new majors in several fields.

It is clear that EOPS students responding to the survey felt the need for job, housing, and child care referrals as well as professional and peer counseling services in a greater proportion than did non-EOPS students. The differences in need between EOPS and non-EOPS respondents are so great that what can be a need of an overwhelming majority of EOPS students can be a need for less than half of non-EOPS students. In the area of students services, it is clear that EOPS students who responded do indeed have distinctive needs.

SUMMARY

Fome an analysis of the responses of 187 EOPS respondents, the portrait of the EOPS student which emerged from the data was one of motivation for academic achievement, high academic aspirations, and the desire for extensive and expanded instructional and student services programs. EOPS students who participated in the survey consistently indicated a greater interest in new programs, a higher level of academic goals, and a wider range of education-related needs than did the non-EOPS students surveyed. An examination of the summary of EOPS student respondents to selected questionnaire items clearly demonstrates these points.

Demographic Characteristics

Of the 177 EOPS students who responded to the question related to their enrollment status, 141 (79.7%) were enrolled in 12 or more units, while 1482 non-EOPS students (51.2%) were enrolled in 12 or more units. Most EOPS students were Black (61.9%), with 15.5% White, 9.9% Chicano/Latino, 4.4% Asian and 1.7% Native American. Slightly more than 64 percent of the EOPS respondents were under 25 years of age. Almost 17 percent learned English as a second language. More than 68 percent were female.

Instructional Needs

EOPS respondents showed greater needs for improving basic reading, writing, and math skills than did non-EOPS respondents. EOPS respondents also indicated greater needs than non-EOPS students to develop better study skills and habits, to learn speed reading, and to talk with their instructors about jobs in their particular area of instruction.

EOPS respondents indicated greater needs than non-EOPS respondents for every learning assistance program listed on the survey except for an independent individualized program with little or no supervision. More than 60 percent of EOPS respondents indicated the need for one-to-one tutoring in a specific academic area of study, and over 52 percent desired a personalized survival skills program to improve basic skills.

Support Service Needs

EOPS respondents expressed needs in the student services area in greater proportions than non-EOPS respondents. Particularly important was the expressed need for assistance in finding employment after the student's academic career at the College had ended, Over 77 percent of the EOPS respondents indicated the need for such assistance, compared to 51.7 percent of non-EOPS respondents. Counseling was also a high priority, as EOPS respondents expressed higher needs than non-EOPS respondents for evening counseling, peer counseling, and for assistance in planning course schedules and transferring to a four-year college. Over 75 percent of EOPS respondents indicated that they would make use of a college-sponsored housing referral service.

FULL-TIME/PART-TIME STUDENTS

(Linda Medsker)

Population

The combined full-time and part-time populations represent 1559 students or 96.5% of the total Educational Needs Assessment sample of 1615. Full-time students were defined as those who were enrolled in 12 or more units. Part-time students were enrolled in fewer than 12 units.

Of the 1559 respondents in these two categories, 936 were full-time students and 623 (39.9%) were part-time students.

When compared with the October 26 census data for the entire college population there appears to be an over-representation of full-time students in the Educational Needs Assessment survey population. There were 70.4% part-time students and 29.5% full-time students at the time of the census. Although it is not entirely clear how this discrepancy occured, one probable explanation is that more day than evening and Saturday classes were represented in the survey, and day classes have a larger proportion of full-time students than do evening or Saturday classes.

This sub-report will deal with the needs of the full-time and part-time students, regardless of their representation in the total student population. The reader should keep in mind, however, that part-time students comprise a larger segment of the total student population than do full-time students.

Unless otherwise indicated, 90% or more of the students in each of the groups responded to each of the questionnaire items discussed in the following narrative.

Age (Refer to Table FP-1)

In general, full-time respondents tended to be younger than part-time respondents. Over 51% of the full-time respondents were age 21 or younger whereas only 30.6% of the part-time students were age 21 or younger. Thirteen percent of the part-time respondents were age 42 or older, compared with 5.6% of the full-time students who fell into the same age group.

Table FP-1 — Question No. 1 (FULL/PART)
Full: T=936 R=924 P=98.7 Part: T=623 R=611 P=98.1
HOW OLD ARE YOU?

Age	FULL N	FULL R%	PART N	PART R%
16 - 18	140	15.2	42	6.9
19 - 21	332	35.9	145	23.7
22 - 24	147	15.9	99	16.2
25 - 27	102	11.0	77	12.6
28 - 34	100	10.8	120	19.6
35 - 41	51	5.5	49	8.0
42 - 49	30	3.2	37	6.1
50 or older	22	2.4	42	6.9

Sex

Slightly more males were represented in the full-time group (44.5%) than in the part-time group (40.5%). Females comprised 55.5% of the full-time respondents and 59.5% of the part-time respondents.

Ethnic Composition (Refer to Table FP-2)

Fifty-seven percent of the full-time respondents were members of a minority group.

The category receiving the greatest number of responses (39.5%) was Black/Afro-American. Slightly over 38% of the full-time students were White/Caucasian.

Nearly fifty-two percent of the part-time respondents were members of a minority group. White/Caucasian comprised 44.4% of the part-time sample.

Table FP-2 — Question No. 3 (FULL/PART)
Full: T=936 R=916 P=97.9 Part: T=623 R=608 P=97.6
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	FULL N	FULL R%	PART N	PART R%
American Indian/Nativ American	21	2.3	13	2.1
Black/Afro-American	362	39.5	196	32.2
Chicano/Latin American	53	5.8	38	6.3
Oriental/Asian American	86	9.4	67	11.0
White/Caucasian	350	38.2	270	44.4
Other (Please specify: _____)	44	4.8	24	3.9

English as a Second Language

There was little difference between full and part-time respondents in the representation of students who first learned to speak a language other than English. Of the full-time students, 14.4% first learned to speak a language other than English. Sixteen percent of the part-time students spoke English as a second language.

Veterans

Veterans comprised 18.3% of the total student population at the October 26 census, 21.3% of the total Educational Needs Assessment survey population, 24.2% of the full-time respondents, and 18% of the part-time respondents.

Students with Disabling Conditions, Recurrent Health Problems or Severe Learning Problems

When asked if they had a disabling condition or recurrent health problem 8.7% of the full-time respondents and 7% of the part-time respondents said "Yes". Nearly 6% of the full-time and 4.9% of the part-time respondents indicated that they had a "severe" learning problem.

Three hundred thirty-three (35.6%) full-time and 208 (33.4%) part-time students responded to the question which asked if their activities were limited by a disabling condition, recurrent health problem and/or severe learning problem. Of those who responded, 65 (19.5%) of the full-time and 25 (12%) of the part-time students said "Yes".

Enrollment Status (Refer to Tables FP-3 and FP-4)

Slightly over 35% of the full-time students and 39% of the part-time students were enrolled for the first time at the College. Over twice as great a percentage of part-time as full-time respondents had previously been enrolled at the College but had received no credit.

Over 61% of the full-time and 54% of the part-time respondents were continuing students. Of the full-time students who were continuing, 14.4% had completed one quarter, 35.7% had completed two or three quarters, 30.1% had completed four to six quarters, and 19.6% had completed more than six quarters. Of the continuing part-time respondents, 21.4% had completed one quarter, 29.4% had completed two or three quarters, 29.4% had completed four to six quarters, and 19.6% had completed more than six quarters. Note that Table FP-3 indicates what percentages the continuing students were of the total full and part-time survey populations.

Table FP-3 — Question No. 7 (FULL/PART)
Full: T=936 R=933 P=99.7 Part: T=623 R=618 P=99.2
ENROLLMENT STATUS

Status	FULL N	FULL R%	PART N	PART R%
This is the first quarter I have enrolled at the College of Alameda	329	35.3	241	39.0
I have enrolled before at the College of Alameda, but received no credit	30	3.2	41	6.6
I am a continuing student. I have completed the following number of quarters at the College of Alameda:	(574)	(61.5)	(336)	(54.4)
one quarter	83	8.9	72	11.7
two or three quarters	205	22.0	99	16.0
four to six quarters	173	18.5	99	16.0
more than six quarters	113	12.1	66	10.7

Re-entry students were defined as those who had not been enrolled at any high school or college during the past five years. Slightly over 22% of the full-time respondents and 25.7% of the part-time respondents fell into this category.

As noted previously, full-time respondents were defined as those who were enrolled in 12 or more units. Of the 623 part-time respondents (those enrolled in fewer than 12 units), 229 (36.8%) were enrolled in 1-5 units, 133 (21.3%) were enrolled in 6-8 units, and 261 (41.9%) were enrolled in 9-11 units. In other words, 58% of the part-time respondents were enrolled in 8 units or less.

Table FP-4 — Question No. 9 (FULL/PART)
Full: T=936 R=936 P=100.0 Part: T=623 R=623 P=100.0
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED

Response	FULL N	FULL R%	PART N	PART R%
1 - 5 units	0	000.0	229	36.8
6 - 8 units	0	000.0	133	21.3
9 - 11 units	0	000.0	261	41.9
12 or more units	936	100.0	0	.0

Reasons for Coming to the College of Alameda (Refer to Table FP-5)

The responses to the question represented in Table FP-5 were not mutually exclusive. Students could and did respond to more than one part of the question. Refer to the Key to Tables on page 11 for a detailed explanation of the difference between mutually exclusive and non-mutually exclusive questions.

There were no major differences between the full-time and part-time respondents in their reasons for coming to the College of Alameda. Preference of the quarter to the semester system, the proximity of the College to the respondent's residence, and low cost received the greatest number of responses from both groups. A greater percentage of full-time than part-time respondents gave as a reason "to qualify for some kind of funding", and more part-time than full-time students gave as a reason "COA is close to where I work."

Table FP-5 — Question No. 10 (FULL/PART)
Full: T=936 Part: T=623
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	FULL R	FULL P	PART R	PART P
Low cost	384	41.0	228	36.6
College of Alameda is close to where I live	413	44.1	267	42.9
Prefer the quarter system to the semester system	415	44.3	205	32.9
My friends were enrolled or planning to enroll	43	4.6	43	6.9
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	306	32.7	186	29.9
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	184	19.7	59	9.5
The size of the campus	91	9.7	46	7.4
The atmosphere of the College	178	19.0	85	13.6
Wasn't sure what else to do	73	7.8	25	4.0
Couldn't find a job so decided to go to school	103	11.0	63	10.1
Didn't qualify for admission to a four-year college	101	10.8	42	6.7
College of Alameda is close to where I work	79	8.4	87	14.0
Advice of my friends	55	5.9	47	7.5
Advice of a high school counselor or teacher	60	6.4	20	3.2
My parents wanted me to attend	52	5.6	23	3.7
To test my ability to do college work	202	21.6	117	18.8
Didn't have anything better to do	44	4.7	39	6.3
Other	130	13.9	134	21.5

Degree or Other Objective (Refer to Table FP-6)

Full-time and part-time respondents differed slightly in their degree objectives. Full-time respondents seemed to be primarily interested in earning an AA or AS degree in an academic area with plans to transfer to a four-year institution (28.5%), or in earning an AA or AS degree in an occupational program (23.4%). Part-time respondents tended to take classes to help them on the job with no particular degree in mind (23.2%), or to take classes they would enjoy with no particular degree in mind (17.9%) or to earn an AA or AS degree in an occupational program (17.9%).

Table FP-6 — Question No. 11 (FULL/PART) Full: T=936 R=925 P=98.8 Part: T=623 R=616 P=98.9
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA WERE:

Objective	FULL N	FULL R%	PART N	PART R%
Take classes I would enjoy, with no particular degree in mind	69	7.5	110	17.9
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	130	14.1	143	23.2
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	216	23.4	110	17.9
Earn an A.A. or A.S. degree in an academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	43	4.6	26	4.2
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	264	28.5	106	17.2
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	146	15.8	59	9.6
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	27	2.9	21	3.4
Other (Please specify:)	30	3.2	41	6.7

Choice of Occupational Program or Academic Major

The data processing program did not yield data delineating the occupational programs or academic majors in which the full-time and part-time respondents were enrolled.

Interest in Majors Not Currently Offered at COA (Refer to Tables FP-7 and FP-8)

An average of 62.8% of the full-time students and 55.5% of the part-time students responded to each of the potential majors listed in Tables FP-7 and FP-8. With the exception of Ethnic Studies, the majors listed were taken from the College of Alameda Five-Year Master Plan.

Although an average of 59.1% of the full-time and 63.2% of the part-time respondents indicated they would not take classes in any of the majors, percentages representing a sizeable number of students did reflect an interest in the various majors.

This interest in potential majors becomes more apparent when column one (would like to work for an AA degree in this area) is combined with column two (would take some classes but probably not work for a degree). The combined columns for full-time students indicated the greatest areas of interest to be Ethnic Studies (51.6%), Earth Sciences (49.8%), and Women's Studies (41.4%). When interest in working for an AA degree is considered, full-time students gave the greatest number of responses to Bilingual Education Aide (12.7%), Ethnic Studies (11.3%), and Insurance (9.7%). Part-time students gave the greatest number of responses to Bilingual Education Aide (13.3%), Women's Studies (10.2%), and Earth Sciences (10.1%). It seems likely that the interest of the part-time respondents in Women's Studies is reflective of the nearly 60% female population of this group of respondents. Likewise, the strong interest in Ethnic Studies by the full-time group may reflect its 57% minority constituency.

Table FP-7 — Question No. 14 (FULL) T=936
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

			I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		Combined: Would like to work for A.A. and take some classes		I would probably not take any of the classes in this area	
Major	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Bilingual Education Aide	612	65.4	78	12.7	165	27.0	243	39.7	369	60.3
Earth Sciences	593	63.4	42	7.1	253	42.7	295	49.8	298	50.3
Geology	568	60.7	31	5.5	187	32.9	218	38.4	350	61.6
Instructional Services (Media Aide)	570	60.9	43	7.5	162	28.4	205	35.9	365	64.0
Insurance	598	63.9	58	9.7	177	29.6	235	39.3	363	60.7
Nautical Science	570	60.9	30	5.3	172	30.2	202	35.5	368	64.6
Religious Studies	577	61.6	27	4.7	152	26.3	179	31.0	398	69.0
Ethnic Studies	610	65.2	69	11.3	246	40.3	315	51.6	295	48.4
Women's Studies	596	63.7	50	8.4	227	38.1	277	46.5	319	53.5

Table FP-8 — Question No. 14 (PART) T=623
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

			I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		Combined: Would like to work for A.A. and take some classes		I would probably not take any of the classes in this area	
Major	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Bilingual Education Aide	361	57.9	48	13.3	88	24.4	136	37.7	225	62.3
Earth Sciences	356	57.1	36	10.1	129	36.2	165	46.3	191	53.7
Geology	336	53.9	18	5.4	94	28.0	112	33.4	224	66.7
Instructional Services (Media Aide)	330	53.0	24	7.3	78	23.6	102	30.6	228	69.1
Insurance	339	54.4	26	7.7	87	25.7	113	33.4	226	66.7
Nautical Science	330	53.0	17	5.2	79	23.9	96	29.1	234	70.9
Religious Studies	344	55.2	20	5.8	91	26.5	111	32.3	233	67.7
Ethnic Studies	355	57.0	26	7.3	121	34.1	147	41.4	208	58.6
Women's Studies	364	58.4	37	10.2	132	36.3	169	46.5	195	53.6

Comparison Between Times When Full-Time and Part-time Respondents Attended Classes and Times When They Would Prefer to Attend. (Refer to Tables FP-9 and FP-10)

Although the largest percentage (28.7%) of the part-time respondents were enrolled in the evening only and the largest percentage (37.7%) of the full-time students were enrolled in morning and afternoon classes, both groups (part-time = 28.4%; full-time = 30.9%) had a high enrollment in morning only classes. There were no other clear-cut enrollment patterns as 10.4% of the full-time students were enrolled in day and evening classes, and 13.1% of the part-time respondents were enrolled in morning and afternoon classes. Relatively low percentages of either full-time or part-time respondents were enrolled in combinations of day, evening, and Saturday classes.

Table FP-9 — Question No. 15a (FULL/PART) Full: T=936 R=932 P=99.6 Part: T=623 R=617 P=99.0
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Time	FULL N	FULL R%	PART N	PART R%
Morning only (8 a.m. - 12 noon)	288	30.9	175	28.4
Afternoon only (12 noon - 3 p.m.)	42	4.5	57	9.2
Morning and afternoon (8 a.m. - 3 p.m.)	351	37.7	81	13.1
Late afternoon only (3 p.m. - 6 p.m.)	12	1.3	21	3.4
Evening only (6 p.m. - 10 p.m.)	77	8.3	177	28.7
Saturday only (8 a.m. - 1 p.m.)	0	.0	20	3.2
Day and evening	97	10.4	35	5.7
Day and Saturday	14	1.5	4	.6
Evening and Saturday	25	2.7	20	3.2
Other	26	2.8	27	4.4

Over 46% of the full-time students would prefer to take morning only classes (enrollment at time of survey = 30.9%), 24% would prefer morning and afternoon classes (enrollment at time of survey = 37.7%), and 4.4% would prefer day and evening classes (enrollment at time of survey = 10.4%).

The part-time respondents would prefer to make similar adjustments in their schedules, but to a lesser degree. Over 32% would prefer morning only classes (enrollment at time of survey = 28.4%), 21.1% would prefer evening only classes (enrollment at time of survey = 28.7%), and 12.1% would prefer morning and afternoon classes (enrollment at time of survey = 13.1%).

Table FP-10— Question No. 15b (FULL/PART) Full: T=936 R=922 P=9856 Part: T=623 R=615 P=98.1
I WOULD PREFER TO TAKE CLASSES IN THE:

Time	FULL N	FULL R%	PART N	PART R%
Morning only (8 a.m. - 12 noon	425	46.1	199	32.6
Afternoon only (12 noon - 3 p.m.)	55	6.0	51	8.3
Morning and afternoon (8 a.m. - 3 p.m.)	221	24.0	74	12.1
Late afternoon only (3 p.m. - 6 p.m.)	24	2.6	26	4.3
Evening only (6 p.m. - 10 p.m.)	70	7.6	129	21.1
Saturday only (8 a.m. - 1 p.m.)	1	.1	10	1.6
Day and evening	41	4.4	20	3.3
Day and Saturday	13	1.4	5	.8
Evening and Saturday	16	1.7	42	6.9
It doesn't matter	43	4.7	40	1.5
Other	13	1.4	15	2.5

Location of Classes Attended and Preferences of Location (Refer to Tables FP-11 and FP-12)

Over 96% of the full-time and 88.4% of the part-time students were enrolled in classes on the College of Alameda campus (which includes the Air Facility), but 14.6% of the full-time and 14.2% of the part-time respondents would prefer to take a combination of on and off-campus classes. Nearly 16% of the full-time and 17.9% of the part-time respondents had no preference regarding the location of their classes. Over 8% of part-time students, as compared with .7% of the full-time respondents, were enrolled in classes which were held off campus.

Table FP-11 — Question No. 15c (FULL/PART) Full: T=936 R=920 P=98.3 Part: T=623 R=605 P=97.1
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Location	FULL N	FULL R%	PART N	PART R%
On the College of Alameda campus (including the Air Facility)	889	96.6	535	88.4
Off campus (outreach program)	6	.7	51	8.4
Both	25	2.7	19	3.1

Table FP-12 — Question No. 15d (FULL/PART) Full: T=936 R=909 P=97.1 Part: T=623 R=605 P=97.1
I WOULD PREFER TO TAKE CLASSES:

Location	FULL N	FULL R%	PART N	PART R%
On the College of Alameda campus (including the Air Facility)	620	68.2	366	60.5
Off campus	12	1.3	45	7.4
Both	133	14.6	86	14.2
It doesn't matter	144	15.8	108	17.9

Instructional Needs (Refer to Tables FP-13 and FP-14)

An average of 92.9% of the full-time survey population and an average of 89.2% of the part-time population responded to the items related to instructional needs. Note that the response choices represented in Tables FP-13 and FP-14 were not mutually exclusive.

Both full-time and part-time respondents gave the most frequent responses in the Very Important column to: 1) develop better study skills and habits (full-time = 47%; part-time = 38.8%); 2) improve basic reading and writing skills (full-time = 46.2%; part-time = 35.7%); and 3) improve basic math skills (full-time = 42.3%; part-time = 34%). When the percentages of the responses from the Very Important column are combined with the responses from the Important column, the needs of full and part-time students are again similar, although expressed to a lesser extent by part-time respondents. Full-time students seemed to have a greater need than part-time students did to talk with their instructors about jobs and which classes to take related to the particular discipline involved. Part-time students had a greater need than did full-time students for speed reading. Note that only a few of the response choices (needs) received more than 50% of the response in the Unimportant column. Those needs that did receive fewer than 50 percentage points in the Important and Very Important columns should not be disregarded, however, as they represent a considerable number of students.

Table FP-13 Question No. 16 (FULL TIME) T=936
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	896	95.7	414	46.2	294	32.8	178	19.9	10	1.1
Improve basic math skills	891	95.2	377	42.3	329	36.9	167	18.7	18	2.0
Develop better study skills and habits	895	95.6	421	47.0	332	37.1	126	14.1	16	1.8
Speed reading	876	93.6	297	33.9	373	42.6	166	18.9	40	4.6
Take a Saturday family reading program (to improve basic reading skills)	844	90.2	54	6.4	171	20.3	475	56.3	144	17.1
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	868	92.7	146	16.8	354	40.8	269	31.0	99	11.4
Take a college orientation class to learn about college and academic policy, rules and regulations, transfer and degree requirements, who to see for special needs, etc.	868	92.7	181	20.9	308	35.5	310	35.7	69	7.9
Take a class in how to use the library	862	92.1	70	8.1	316	36.7	427	49.5	49	5.7
Take a career planning class	855	91.3	152	17.8	350	40.9	290	33.9	63	7.4
Make use of a career education center or career library	857	91.6	124	14.5	408	47.6	236	27.5	89	10.4
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	865	92.4	126	14.6	193	22.3	452	52.3	94	10.9
Talk with my instructors on a regular basis outside of class to discuss my progress	869	92.8	208	23.9	440	50.6	173	19.9	48	5.5
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	870	92.9	308	35.4	394	45.3	128	14.7	40	4.6

Table FP-14 Question No. 16 (PART-TIME) T=623
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	572	91.8	204	35.7	201	35.1	153	26.7	14	2.4
Improve basic math skills	568	91.2	193	34.0	212	37.3	149	26.2	14	2.5
Develop better study skills and habits	560	89.9	217	38.8	208	37.1	122	21.8	13	2.3
Speed reading	566	90.9	182	32.2	224	39.6	130	23.0	30	5.3
Take a Saturday family reading program (to improve basic reading skills)	530	85.1	40	7.5	95	17.9	315	59.4	80	15.1
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	562	90.2	98	17.4	206	36.7	195	34.7	63	11.2
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	546	87.6	78	14.3	189	34.6	226	41.4	53	9.7
Take a class in how to use the library	554	88.9	43	7.8	173	31.2	307	55.4	31	5.6
Take a career planning class	545	87.5	89	16.3	194	35.6	235	43.1	27	5.0
Make use of a career education center or career library	550	88.3	83	15.1	208	37.8	203	36.9	56	10.2
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	552	88.6	71	12.9	115	20.8	303	54.9	63	11.4
Talk with my instructors on a regular basis outside of class to discuss my progress	561	90.0	117	20.9	231	41.2	173	30.8	40	7.1
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	565	90.7	160	28.3	227	40.2	148	26.2	30	5.3

Counseling Needs (Refer to Tables FP-15 and FP-16)

An average of 91.2% of the full-time students and 88.1% of the part-time students responded to the items related to counseling needs. The response choices represented in Tables FP-15 and FP-16 were not mutually exclusive. Note that the response choices in the question relate to the availability of counselors, counseling functions, and special training or characteristics of counselors which may be important to students.

Availability. There was little difference between full-time and part-time respondents in their need to have counselors available in the evenings or on Saturday, although part-time students placed more emphasis on the availability of counselors in the evenings.

Function. Full-time students had a greater need than part-time students for all the functions that counselors normally perform. When the Very Important and Important percentages were combined, full-time students had the greatest need to have a counselor help in planning classes to take (87.2%), and to help with plans to transfer to a four-year college (76.9%). These two functions were also the most important for part-time respondents but to a lesser extent. Both full-time and part-time students gave the third most frequent response to "Have someone help me to learn to study better" (full = 61.4%; part = 52.8%). In general, the counseling needs of part-time respondents were not as great as those of full-time respondents.

Special Characteristics. Full-time students had a greater preference for talking with peer counselors than did part-time students. Neither of the two groups seemed to have a preference to talk with a male, female, or minority counselor. Seventeen percent of the full-time respondents and 12.4% of the part-time respondents preferred not to talk with any counselor.

Table FP-15 — Question No. 18 (FULL) T=936
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	876	93.6	173	19.7	282	32.2	345	39.4	76	8.7
Have counselors available on Saturdays	856	91.5	95	11.1	221	25.8	432	50.5	108	12.6
Talk with a counselor to help me plan the classes I should take	883	94.3	420	47.6	350	39.6	105	11.9	8	.9
Talk with a counselor to help me with my plans to transfer to a four-year college	870	92.9	420	48.3	249	28.6	171	19.7	30	3.4
Talk with a counselor for personal reasons	855	91.3	128	15.0	220	25.7	457	53.5	50	5.8
Talk with a counselor who is specially trained to work with disabled students	856	91.5	120	14.0	146	17.1	509	59.5	81	9.5
Take an interest, aptitude, I.Q. or diagnostic test	865	92.4	142	16.4	316	36.5	335	38.7	72	8.3
Have someone help me to learn to study better	868	92.7	234	27.0	299	34.4	292	33.6	43	5.0
Talk with a student who has been trained as a peer counselor	857	91.6	114	13.3	275	32.1	397	46.3	71	8.3
Prefer to talk with a male counselor	831	88.8	85	10.2	171	20.6	416	50.1	159	19.1
Prefer to talk with a female counselor	826	88.2	100	12.1	174	21.1	387	46.9	165	20.0
Prefer to talk with a minority counselor	805	86.0	108	13.4	142	17.6	429	53.3	126	15.7
Prefer not to talk with any counselor	159	17.0	155	97.5	1	.6	2	1.3	1	.6
Why not?										

Table FP-16 — Question No. 18 (PART) T=623
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	563	90.4	126	22.4	166	29.5	226	40.1	45	8.0
Have counselors available on Saturdays	553	88.8	66	11.9	132	23.9	293	53.0	62	11.2
Talk with a counselor to help me plan the classes I should take	566	90.9	197	34.8	198	35.0	147	26.0	24	4.2
Talk with a counselor to help me with my plans to transfer to a four-year college	565	90.7	184	32.6	129	22.8	216	38.2	36	6.4
Talk with a counselor for personal reasons	547	87.8	58	10.6	129	23.6	320	58.5	40	7.3
Talk with a counselor who is specially trained to work with disabled students	545	87.5	61	11.2	65	11.9	372	68.3	47	8.6
Take an interest, aptitude, I.Q. or diagnostic test	551	88.4	97	17.6	171	31.0	243	44.1	40	7.3
Have someone help me to learn to study better	555	89.1	117	21.1	176	31.7	232	41.8	30	5.4
Talk with a student who has been trained as a peer counselor	547	87.8	49	9.0	141	25.8	303	55.4	54	9.9
Prefer to talk with a male counselor	541	86.8	40	7.4	84	15.5	320	59.1	97	17.9
Prefer to talk with a female counselor	535	85.9	51	9.5	101	18.9	289	54.0	94	17.6
Prefer to talk with a minority counselor	520	83.5	49	9.4	75	14.4	314	60.4	82	15.8
Prefer not to talk with any counselor	77	12.4	73	94.8	2	2.6	2	2.6	0	.0
Why not?										

The Need to Rap (Refer to Table FP-17)

In general, with slight variations in percentages, there was little difference between full-time and part-time respondents in their need to rap and the ways in which the need could best be met.

Table FP-17 — Question No. 19 (FULL/PART) Full: T=936 Part: T=623
IF YOU FEEL THE NEED TO RAP (TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEGE OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	FULL R	FULL P	PART R	PART P
Does not apply to me	443	47.3	311	49.9
In classes	143	15.3	71	11.4
Women's center rap groups	108	11.5	75	12.0
Men's center rap groups	52	5.6	27	4.3
Groups led by counselors	103	11.0	62	10.0
In special psychology courses	128	13.7	71	11.4
Individual sessions with a counselor	150	16.0	85	13.6
With a peer counselor	82	8.8	46	7.4
Student activities (clubs)	130	13.9	63	10.1

General Opinions (Refer to Table FP-18)

The full-time (72%) and part-time (74%) respondents seemed to be equally unaware of the due process/grievance procedures at the College of Alameda.

Over 93% of the full-time and 88% of the part-time students thought that requirements for the AA degree, information about prerequisites and transferability of courses should be printed in the Schedule of Classes.

In general, both full and part-time respondents seemed to be satisfied with the College's grading policy and class attendance policy. Student comments related to recommended changes in these two policies are summarized on page 22 in the All Survey Respondents sub-report.

Table FP-18 — Question No.'s 20a, 20b, 20c, 20d. (FULL/PART) Full: T=936 Part:T=623
GENERAL OPINIONS

	FULL R	FULL P	YES N	YES R%	NO N	NO R%	PART R	PART P	YES N	YES R%	NO N	NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	889	95.0	249	28.0	640	72.0	593	95.2	154	26.0	439	74.0
Do you think information such as requirements for an A.A./A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?	910	97.2	852	93.6	58	6.4	599	96.1	531	88.6	68	11.4
Are you satisfied with the College of Alameda's present grading grading policy?	876	93.6	761	86.9	115	13.1	562	90.2	506	90.0	56	10.0
Are you satisfied with the College of Alameda's class attendance policy?	892	95.3	730	81.8	162	18.2	578	92.8	482	83.4	96	16.6

Housing Referral Service (Refer to Table FP-19)

Full-time students (58.6%) indicated they would make greater use of a housing referral service than did part-time respondents (49.9%).

Table FP-19 — Question No. 21 (FULL/PART) Full: T=936 R=901 P=96.3 Part: T=623 R=601 P=96.5
WOULD YOU MAKE USE OF A HOUSING REFERRAL SERVICE TO HELP YOU FIND AN APARTMENT OR OTHER LIVING ACCOMMODATIONS?

Response	FULL N	FULL R%	PART N	PART R%
YES	528	58.6	300	49.9
NO	373	41.4	301	50.1

Child Care (Refer to Tables FP-20 and FP-21)

Slightly over 14% of the part-time students and 11.6% of the full-time students indicated a need for child care. (Table FP-20).

Part-time students had a greater need than full-time students for child care for morning classes only and for afternoon classes only, and full-time students had a much greater need for child care throughout the day. (Table FP-21)

Eight part-time students and 23 full-time students were using the Child Care Center at the time of the survey.

When asked why they were not using the Child Care Center the majority of full-time (7.7% of 180) and part-time respondents (65.5% of 139) checked "Other". The "Other" responses for these two groups of students are not specifically delineated, but a summary of "Other" responses for the total survey population is located on page 23 . Nineteen full-time and 23 part-time students didn't know about the Child Care Center, 19 full-time and 18 part-time respondents did not qualify because their income was too high, and 13 full-time and 7 part-time students did not qualify because they applied too late.

One hundred twenty-six of the full-time students (42.4% of 297 responses to the question) and eighty-two of the part-time students (36.3% of 226 responses to the question) would make use of a referral service for off-campus child care.

Table FP-20 — Question No. 22a (FULL/PART) Full: T=936 R=868 P=92.7 Part: T=623 R=575 P=92.3
DO YOU NEED SOMEONE TO TAKE CARE OF YOUR CHILDREN WHILE ATTENDING THE COLLEGE OF ALAMEDA?

Response	FULL N	FULL R%	PART N	PART R%
YES	101	11.6	81	14.1
NO	767	88.4	494	85.9

Table FP-21 — Question No. 22b (FULL/PART) Full: T=936 R=120 P=12.8 Part: T=623 R=87 P=14.0
PLEASE INDICATE THE TIME OF DAY YOU NEED SOMEONE TO CARE FOR YOUR CHILDREN

Time	FULL N	FULL R%	PART N	PART R%
For morning classes only	25	20.8	25	28.7
For afternoon classes only	9	7.5	11	12.6
All day	55	45.8	21	24.1
For late afternoon classes only	7	5.8	8	9.2
For evening classes only	9	7.5	9	10.3
For Saturday classes only	2	1.7	2	2.3
For day and evening classes	9	7.5	5	5.7
For day and Saturday classes	2	1.7	1	1.1
For evening and Saturday classes	2	1.7	5	5.7

Employment Needs

Fewer part-time (40.3%) than full-time (55.8%) students needed assistance in finding a job while they were enrolled at the College. Of 487 responses to the question, 380 full-time students (78%) preferred a part-time job and 107 (22%) preferred a full-time job. Of 235 responses to the question, 144 (61.3%) of the part-time students preferred a part-time job and 91 (38.7%) preferred a full-time job.

More full-time (58.3%) than part-time (48.3%) respondents thought they would need assistance in finding a job after they completed their studies at the College. Nineteen percent of the full-time respondents and 14.9% of the part-time respondents indicated they would prefer a part-time job. Nearly 34.8% of the full-time respondents indicated they would prefer a full-time job, as compared with 29.9% of the part-time students. More full-time (26.6%) than part-time (21%) respondents expected to find jobs related to their respective areas of study at the College.

Eighty-four (9%) of the full-time respondents and 66 (10.6%) of the part-time respondents expected their instructors to help them find jobs. More full-time (19.4%) than part-time (15.6%) students expected the College Placement Office to help them find jobs.

Financial Aid (Refer to Tables FP-22, FP-23, FP-24, FP-25, and FP-26)

In general, full-time respondents indicated a greater need for financial assistance than did part-time respondents. Financial assistance for books and supplies appeared as the greatest need for both groups, although more so for full-time respondents. (Tables FP-22 and FP-23)

When asked if they had applied for financial assistance at the College, 50.4% of 871 full-time respondents and 20.5% of 586 part-time respondents said "Yes". However, the data processing program did not yield clear-cut data regarding what percentages of respondents (of those who applied) actually received a grant or some other form of financial aid. (Table FP-24)

The Fall, 1976 quarter began on September 15, but the first financial aid checks were not distributed until October 22. Table FP-25 shows the responses of the full-time and part-time respondents who were asked about the consequences of receiving financial aid later than needed. The full-time respondents were clearly more adversely affected, but there were probably more full-time than part-time recipients of financial aid.

When asked why they were not receiving financial aid from the College, the response most frequently given (full-time = 26.3%; part-time = 49.8%) was, "I don't need financial assistance." (Table FP-26)

Table FP-22 — Question No. 24a (FULL) T=936:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	880	94.0	464	52.7	131	14.9	285	32.4
Financial assistance for meals on campus	853	91.1	283	33.2	134	15.7	436	51.1
Financial assistance for transportation to and from campus	849	90.7	313	36.9	141	16.6	395	46.5
Financial assistance for other expenses such as housing, dental, medical care, etc.	849	90.7	353	41.6	148	17.4	348	41.0

Table FP-23 — Question 24a (PART) T=623:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	590	94.7	209	35.4	95	16.1	286	48.5
Financial assistance for meals on campus	555	89.1	102	18.4	62	11.2	391	70.5
Financial assistance for transportation to and from campus	557	89.4	108	19.4	79	14.2	370	66.4
Financial assistance for other expenses such as housing, dental, medical care, etc.	563	90.4	145	25.8	76	13.5	342	60.7

Table FP-24 Question No. 24b — (FULL/PART) Full: T=936 R=871 P=93.1 Part: T=623 R=586 P=94.1:
HAVE YOU APPLIED FOR FINANCIAL ASSISTANCE AT THE COLLEGE OF ALAMEDA?

Response	FULL N	FULL R%	PART N	PART R%
NO	432	49.6	466	79.5
YES	439	50.4	120	20.5

Table FP-25 — Question No. 24c (FULL/PART) Full: T=936 Part: T=623:
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	FULL R	FULL P	PART R	PART P
Had to borrow money for books and supplies	253	27.0	72	11.6
Had to drop one or more classes	60	6.4	29	4.7
Could not buy books and supplies when needed	170	18.2	52	8.3
Nothing happened	79	8.4	35	5.6
Other	45	4.8	15	2.4

Table FP-26 — Question No. 24d (FULL/PART) Full: T=936 Part: T=623:
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	FULL R	FULL P	PART R	PART P
I do not need financial assistance	246	26.3	310	49.8
I applied for financial assistance but didn't qualify for it	67	7.2	30	4.8
I applied for financial assistance but my application was late. (Applied after September 15)	51	5.4	32	5.1
I applied for financial assistance but there were no more funds available	24	2.6	17	2.7
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	88	9.4	55	8.8
I was interested in applying, but I could not find anyone who would help me fill out the forms	60	6.4	39	6.3
Other	91	9.7	68	10.9

Extra-Curricular Activities (Refer to Table FP-27)

Although 45.3% of the full-time and 55.5% of the part-time students were not interested in extra-curricular activities, over 212 (22.6%) full-time and 123 (19.7%) part-time respondents indicated an interest in participating in clubs and organizations. In general, full-time students showed a greater interest than part-time students in all of the activities listed in the question.

Table FP-27 — Question No. 26 (FULL/PART) Full: T=936 Part: T=623:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	FULL R	FULL P	PART R	PART P
Clubs and organizations	212	22.6	123	19.7
Student government	102	10.9	35	5.6
Intercollegiate athletics	156	16.7	53	8.5
On-campus recreational activities	129	13.8	52	8.3
I am not interested in extra-curricular activities	424	45.3	346	55.5

Facilities (Refer to Tables FP-28 and FP-29)

Note that varying numbers of students responded to the question related to the use of facilities. In general, the full-time students expressed a greater interest in using all of the types of facilities than did part-time students. Although "A quiet place to study other than the library", and "A place to relax between classes" received the greatest response from both full-time and part-time students, note that other response choices with a relatively low percentage in the "Yes" column reflect a large number of students who would make use of the facility under consideration.

Table FP-28 — Question No. 27 (FULL) T=936:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	883	94.3	756	85.6	127	14.4
A place to meet other people	782	83.5	506	64.7	276	35.3
A men's resource center	658	70.3	208	31.6	450	68.4
A women's resource center	684	73.1	310	45.3	374	54.7
A place to meditate	720	76.9	322	44.7	398	55.3
A place to relax between classes	851	90.9	711	83.5	140	16.5

Table FP-29 — Question No. 27 (PART) T=623:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	558	89.6	385	69.0	173	31.0
A place to meet other people	509	81.7	290	57.0	219	43.0
A men's resource center	425	68.2	99	23.3	326	76.7
A women's resource center	460	73.8	195	42.4	265	57.6
A place to meditate	477	76.6	188	39.4	289	60.6
A place to relax between classes	547	87.8	400	73.1	147	26.9

Supplemental Learning Aids (Refer to Tables FP-30 and FP-31)

An average of 89% of the full-time and 83% of the part-time students responded to the question. The full-time students expressed a slightly greater interest in almost all of the supplemental learning aids than did the part-time students. There was also some variation between the two groups regarding which learning aid seemed to be the most important. The aid which received the greatest response from full-time students was "Use of instructional media (TV, tapes, films, etc.)." Part-time respondents gave the most frequent response to "Special Workshops".

Table FP-30 — Question No. 28 (FULL) T=936:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	876	93.6	580	66.2	118	13.5	178	20.3
Individualized self-paced courses	825	88.1	521	63.2	156	18.9	148	17.9
Short courses	810	86.5	527	65.1	142	17.5	141	17.4
Special workshops	833	89.0	562	67.5	127	15.2	144	17.3
Televised classes (shown on TV in your home)	834	89.1	473	56.7	203	24.3	159	18.9
Use of instructional media (TV, tapes, films, etc.)	837	89.4	600	71.7	91	10.9	146	17.4

Table FP-31 — Question No. 28 (PART) T=623:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	544	87.3	341	62.7	67	12.3	136	25.0
Individualized self-paced courses	509	81.7	307	60.3	110	21.6	92	18.1
Short courses	507	81.4	330	65.1	90	17.8	87	17.2
Special workshops	515	82.7	351	68.2	76	14.8	88	17.1
Televised classes (shown on TV in your home)	518	83.1	281	54.2	125	24.1	112	21.6
Use of instructional media (TV, tapes, films, etc.)	517	83.0	349	67.5	56	10.8	112	21.7

Learning Assistance Programs (Refer to Table FP-32)

Full-time students expressed a greater need for all of the learning assistance programs than did part-time respondents. Both groups gave the most frequent responses to "one-to-one tutoring in a specific academic area of study" (full-time = 53.2%; part-time = 38.2%) and to "small group tutoring with others who have similar needs" (full-time = 41.6%; part-time = 33.1%).

Table FP-32 — Question No. 29 (FULL/PART) Full: T=936 Part: T=623:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	FULL R	FULL P	PART R	PART P
One-to-one tutoring in a specific academic area of study	498	53.2	238	38.2
One-to-one tutoring in an occupational area (automotive, etc.) of study	256	27.4	124	19.9
A personalized survival skills program (to improve basic reading and math skills) with close supervision	355	37.9	176	28.3
An independent individualized program (with little or no supervision)	222	23.7	117	18.8
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	319	34.1	157	25.2
Small group tutoring (with others who have similar needs)	389	41.6	206	33.1
Other	22	2.4	11	1.8

SUMMARY

Demographic and Other Characteristics

Of the 1559 students (96.5% of the total sample of 1615) who responded to the question related to their enrollment status, 936 (60%) were enrolled in 12 or more units (full-time) and 623 (39.9%) were enrolled in 1-11 units (part-time). The ratio of part-time to full-time respondents was not representative of the total college population at the time of the survey (more part-time students than full-time students were enrolled).

Full-time students tended to be younger than part-time respondents, and the full-time group contained a greater percentage of men.

A greater percentage of veterans was represented in the full-time group. A greater percentage of full-time respondents than part-time respondents had a health or learning problem which limited their activities at school or at work.

A greater percentage of full-time than part-time students had completed more than one quarter at the College, and a greater percentage of part-time than full-time respondents had previously been enrolled but received no credit. Nearly 60% of the part-time students were enrolled in eight units or less.

Students in both groups chose to attend the College of Alameda primarily because of preference of the quarter to the semester system, the proximity of the College to their respective residences, and low cost.

Full-time respondents were more degree oriented than were part-time respondents.

Part-time students tended to enroll in morning only or evening only classes. The majority of full-time students attended classes during the morning only or all day.

Instructional Needs

Both full-time and part-time students expressed a need to develop better study skills and habits, and to improve their basic reading, writing and math skills. Full-time students were more concerned than part-time students with communicating with instructors outside of class about jobs, etc., and part-time students expressed a greater need than did full-time students for speed reading.

Although the percentages for full-time students were consistently higher than those of the part-time students, both groups expressed interest in using a wide variety of supplemental learning aids (instructional media, etc.) and learning assistance programs (tutoring, etc.).

Support Service Needs

Having counselors available in the evenings was more important to part-time than full-time respondents. Full-time students, however, expressed a greater need than part-time students did for all of the typical counseling functions. Both groups indicated that their greatest counseling needs were for academic programming and/or assistance with plans to transfer to a four-year institution.

Full-time respondents would make greater use of a housing referral service than would part-time students. Full-time respondents also had a greater need for a child care service.

A lesser percentage of part-time (40.3%) than full-time (55.8%) respondents indicated they needed assistance in finding a job while enrolled at the College, and a lesser percentage of part-time respondents thought they would need assistance in finding a job after they completed their studies at the College.

Full-time respondents expressed a greater need for financial assistance than did part-time respondents.

Part-time respondents showed less interest in participating in extra-curricular activities than did full-time students.

With regard to facilities, both full-time and part-time respondents expressed the greatest interest in a place to relax between classes and a place to study other than the library.

Other

Over two-thirds of both the full-time and part-time respondents were unaware of the College's due process/grievance procedures.

The vast majority of respondents in both groups indicated that they were satisfied with the College of Alameda grading and class attendance policies.

MEN AND WOMEN

(Elsie Bruno)

Introduction

The following report will discuss perceived needs and demographic characteristics of 1615 surveyed male and female students with regard to instructional programs and support services. In addition, special educational needs, if any, as perceived by surveyed men and women as separate sub-groups will be identified. Lastly, this report will identify the degree of awareness that surveyed male and female students have of various college policies which might affect their educational experiences. Unless otherwise noted, the statistical information used represents a response of 90% or better from the survey population to each survey question.

Gender of Survey Population

Of the total number of 1615 men and women who were surveyed, 1496 students responded to the question asking them to identify their gender. The female population in the Educational Needs Assessment survey consisted of 854 students or 57.1% of 1496. The October 26, 1976 census data indicated that at that time 54.2% of the students in the total College of Alameda population were female and 45.7% were male. Thus, the E.N.A. survey male/female sample was closely representative of the total College population. Refer to the Introduction for additional comparative demographic information between surveyed and College populations.

Age (Refer to Table MW-1)

The age category receiving the greatest response from both groups was 19-21 years (men = 26.4%; women = 34.9%). In the 16-18 year category women again outnumbered men. This pattern reversed itself in the three succeeding age categories in that more men than women were represented. Although substantially more women (49.3%) than men (35%) fell into the combined 16-21 year categories, substantially more men (51.4%) than women (34.7%) fell into the combined 22-34 age categories. The composition of the succeedingly older age categories showed little difference in percentages between the two groups although there was twice the number of women in comparison to men in the 50 or older category.

Table MW-1 — Question No. 1 (MEN AND WOMEN)
Men: T=642 R=639 P=99.5 Women: T=854 R=849 P=99.4
HOW OLD ARE YOU?

Age	MEN N	MEN R%	WOMEN N	WOMEN R%
16 - 18	55	8.6	122	14.4
19 - 21	169	26.4	296	34.9
22 - 24	125	19.6	120	14.1
25 - 27	102	16.0	71	8.4
28 - 34	101	15.8	104	12.2
35 - 41	38	5.9	59	6.9
42 - 49	28	4.4	34	4.0
50 or older	21	3.3	43	5.1

Ethnic Composition (Refer to Table MW-2)

Over forty percent of both men and women respondents identified their ethnic group as White/Caucasian. The group receiving the greatest number of responses from among the minority ethnic categories was Black/Afro American (men = 33%; women = 37.9%). If all ethnic minorities were combined into one group, it would be composed of 54.9% women and 54.8% men. Refer to the sub-report on Minority Students for additional comparative data on ethnic composition between surveyed and College populations.

Table MW-2 — Question No. 3 (MEN AND WOMEN)
Men: T=642 R=631 P=98.3 Women: T=854 R=841 P=98.5
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	MEN N	MEN R%	women N	women R%
American Indian/Native American	14	2.2	20	2.4
Black/Afro-American	208	33.0	319	37.9
Chicano/Latin American	40	6.3	55	6.5
Oriental/Asian American	84	13.3	68	8.1
White/Caucasian	256	40.6	340	40.4
Other (Please specify:)	29	4.6	39	4.6

English as a Second Language

Slightly more than 82% of the men and 86% of the women respondents indicated that English was the first language they had learned to speak.

Veteran Status

The total College population at the October 26, 1976 census included 18.3% veterans. The E.N.A. survey population was comprised of 21.3% veterans. Of the later group, 3.6% or 30 respondents out of 843 were women and 44.1% or 282 respondents out of 640 were men. Thus, not only did the E.N.A. survey [illegible]tion closely represent the College veteran population at the time of this census, but the male/female percentages within the survey were representative as well.

Students with Disabling Conditions, Recurrent Health Problems, or Severe Learning Problems

Of the respondents who indicated they had a disabling condition or recurrent health problem, less than eight percent (65 of 851 respondents) were women and less than nine (55 of 640 respondents) were men. Respondents who indicated they had severe learning problems consisted of about five percent each of men and women (34 out of 630 men; 41 out of 840 women). Seventeen percent of the women (48 of 282 respondents) and 15.9% of the men (39 of 245 respondents) indicated that their disabling condition, recurrent health problem or severe learning problem limited their activities at school or on the job.

Enrollment Status (Refer to Table MW-3)

Nearly forty percent of the women and thirty-four percent of the men who responded indicated that they were enrolled at the College of Alameda for the first time. Slightly more female than male respondents indicated prior enrollment at the College without receiving credit. Comparison of the length of enrollment between continuing men and women for each item listed was nearly the same except that 5% more female than males had completed four to six quarters.

Table MW-3 — Question No. 7 (MEN AND WOMEN) Men: T=642 R=637 P=99.2 Women: T=854 R=849 P=99.4
ENROLLMENT STATUS

Status	MEN N	MEN R%	WOMEN N	WOMEN R%
This is the first quarter I have enrolled at the College of Alameda	216	33.9	339	39.9
I have enrolled before at the College of Alameda, but received no credit	23	3.6	43	5.1
I am a continuing student. I have completed the following quarters at the College of Alameda:				
one quarter	61	9.6	78	9.2
two or three quarters	121	19.0	161	19.0
four to six quarters	136	21.4	139	16.4
more than six quarters	80	12.6	89	10.5

Re-entry Students

Re-entry students were defined as those who indicated that they had not been enrolled at any high school or college during the past five years. Almost 20% of the women and 27% of the men surveyed fell into this category. Re-entry respondents were asked to indicate what special counseling or other services they needed from the College of Alameda in order to be served better. A summary of the comments from these respondents is located in the analysis of the total survey population. Note that there is no differentiation between comments made by men and those made by women.

Enrollment Status (Refer to Table MW-4)

Substantially more women than men indicated they were enrolled in 1-5 units, slightly more women than men were enrolled in 6-8 units, and substantially more men than women indicated that they were enrolled in 9-11 units. The majority of both groups were full-time students with slightly fewer women (58.3%) than men (62.3%) enrolled in 12 or more units.

Table MW-4 Question No. 9 — (MEN AND WOMEN) Men: T=642 R=620 P=96.6 Women: T=854 R=825 P=96.6:
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED.

Response	MEN N	MEN R%	WOMEN N	WOMEN R%
1 - 5 units	65	10.5	143	17.3
6 - 8 units	42	6.8	80	9.7
9 - 11 units	127	20.5	121	14.7
12 or more units	386	62.3	481	58.3

Reasons for Coming to the College of Alameda (Refer to Table MW-5)

Note that the responses to items listed in Table MW-5 were not mutually exclusive; i.e., students were asked to indicate as many items as were applicable to their individual situations. There did not appear to be major differences in the way that either group responded and the reasons receiving the most responses from both groups are as follows: 1) close proximity to my home; 2) low cost; 3) prefer quarter system; and 4) to enroll in a specific occupational program. The greatest differences of opinion between men and women occurred as follows: the fifth reason preferred for attending the College of Alameda for men (22.3%) was "to qualify for some kind of funding". This was the ninth reason preferred by women (10.3%). The ninth reason preferred by men (14.3%) was "the College is close to where I work". This was the twelfth reason preferred by women (7.7%).

Female respondents indicated that of the items listed, the least important reason for attending the College of Alameda was that they "didn't have anything better to do". In contrast, male respondents indicated that the least important factor influencing their choice was that "their parents wanted them to attend".

Table MW-5 — Question No. 10 (MEN AND WOMEN) Men: T=642 Women: T= 854
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	MEN R	MEN P	WOMEN R	WOMEN P
Low cost	252	39.3	329	38.5
College of Alameda is close to where I live	283	44.1	365	42.7
Prefer the quarter system to the semester system	251	39.1	337	39.5
My friends were enrolled or planning to enroll	36	5.6	45	5.3
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	218	34.0	254	29.7
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	143	22.3	88	10.3
The size of the campus	48	7.5	75	8.8
The atmosphere of the College	106	16.5	145	17.0
Wasn't sure what else to do	42	6.5	51	6.0
Couldn't find a job so decided to go to school	62	9.7	96	11.2
Didn't qualify for admission to a four-year college	60	9.3	80	9.4
College of Alameda is close to where I work	92	14.3	66	7.7
Advice of my friends	43	6.7	51	6.0
Advice of a high school counselor or teacher	37	5.8	39	4.6
My parents wanted me to attend	23	3.6	48	5.6
To test my ability to do college work	135	21.0	183	21.4
Didn't have anything better to do	42	6.5	37	4.3
Other	98	15.3	156	18.3

Degree or Other Objective (Refer to Table MW-6)

There was no significant differences between male and female respondents in their preference for degree or other objectives. The first three preferences for both groups were to earn an AA or AS degree in an academic area and transfer to a four-year college or university, to earn an AA or AS degree or Certificate of Completion in an occupational program, and to take classes to help on the job. Note that almost as many respondents wanted to take classes for enjoyment with no particular degree in mind as those who were attending the College of Alameda in order to transfer to a four-year college or university without obtaining an AA or AS degree.

Table MW-6 — Question No. 11 (MEN AND WOMEN) Men: T=642 R=632 P=98.4 Women: T=854 R=844 P=98.8
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	MEN N	MEN R%	WOMEN N	WOMEN R%
Take classes I would enjoy, with no particular degree in mind	77	12.2	92	10.9
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	114	18.0	140	16.6
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	122	19.3	196	23.2
Earn an A.A. or A.S. degree in an academic area (history, English, etc.) **with no plans to transfer** to a four-year college or university	33	5.2	31	3.7
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	149	23.6	207	24.5
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	93	14.7	107	12.7
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	15	2.4	30	3.6
Other (Please specify)	29	4.6	41	4.9

Choice of Occupational Program (Refer to Table MW-7)

Only occupational students were asked to check the occupational program or intended program that was applicable to them. There was a response of 52.3% (447 out of 854) from surveyed women and a response of 56.4% (362 out of 642) from the men. This is the one area where male and female respondents differed most significantly in their needs. Those programs most often mentioned and listed in descending order by female respondents are as follows: 1) fashion arts, 2) secretarial science; 3) medical assisting; 4) dental assisting; and 5) special education assistant. Male respondents most often listed the following programs: 1) auto mechanics and aviation maintenance; 2) auto body and paint and business equipment technology; 4) data processing; and 5) diesel mechanics. It should be noted that the difference in occupational choices between men and women could have resulted in part from the classes selected for this survey; however, there truly may be a difference in preference between the two groups. About the same percentage of both groups indicated something "Other" than those listed as the program of their choice, and a sizeable number of both groups indicated that their program was "Undecided".

Table MW-7 — Question No. 12 (MEN AND WOMEN) Men: T=642 R=362 P=56.4 Women: T=854 R=447 P=52.3
INTENDED PROGRAM OF OCCUPATIONAL STUDENTS

Program	MEN N	MEN R%	WOMEN N	WOMEN R%
Auto Body and Paint	41	6.4	0	.0
Auto Mechanics	53	8.3	4	.5
Aviation Maintenance	53	8.3	2	.2
Aviation Operations	14	2.2	10	1.2
Business Equipment Technology	31	4.8	23	2.7
Data Processing	22	3.4	24	2.8
Dental Assisting	0	0	48	5.6
Diesel Mechanics	15	2.3	0	.0
Fashion Arts	13	2.0	58	6.8
Hosting Services Technology	1	.2	3	.4
Marketing and Purchasing	12	1.9	16	1.9
Medical Assisting	6	.9	54	6.3
Secretarial Science (Office Education)	3	.5	56	6.6
Special Education Assistant	7	1.1	35	4.1
Custom Upholstery	11	1.7	10	1.2
Occupational Upholstery	4	.6	1	.1
Undecided	29	4.5	34	4.0
Other	47	7.3	69	8.1

Choice of Non-Occupational Major (Refer to Table MW-8)

Only "academic" or non-occupational students were asked to indicate their major or intended major. There was a response of 71.4% (610 out of 854) from the surveyed women and a response of 68.8% (442 out of 642) from the men. Note that "academic" majors are frequently associated with transferring to a four-year institution and that approximately 38% of each group indicated in a previous question that they had plans to transfer.

Male and female respondents showed more similarities than differences in their choices of non-occupational majors in comparison to their choices of occupational majors in comparison to their choices of occupational programs. Non-occupational majors most often mentioned by women are listed in descending order as follows: 1) business; 2) art;

3) general education (frequently means undecided); 4) health education; and 5) English and psychology. Men chose the following non-occupational majors: 1) business; 2) art; 3) biology and general education; 4) psychology; and 5) music. Note that both groups selected business by an overwhelming percentage. About the same percentage of both groups indicated "Undecided" as their choice, and a substantial number of both groups indicated something "Other" than those listed as the non-occupational major of their choice. Note also that similarities and differences between men and women in their choice of non-occupational major could have resulted in part from the classes selected for this survey, or there truly may be differences and/or similarities in preference between the two groups.

Table MW-8 — Question No. 13 (MEN AND WOMEN) Men: T=642 R=442 P=68.8 Women: T=854 R=610 P=71.4
INTENDED MAJOR OF NON-OCCUPATIONAL STUDENTS

Major	MEN N	MEN R%	WOMEN N	WOMEN R%	Major	MEN N	MEN R%	WOMEN N	WOMEN R%
Anthropology	1	.2	3	.4	Humanities	3	.5	7	.8
Art	23	3.6	39	4.6	Math	12	1.9	6	.7
Biology	21	3.3	13	1.5	Music	18	2.8	11	1.3
Business	140	21.8	175	20.5	Nautical Science	2	.3	5	.6
Chemistry	5	.8	6	.7	Philosophy	0	.0	0	.0
Dance	1	.2	11	1.3	Physical Education	12	1.9	5	.6
Drama	3	.5	14	1.6	Physics	5	.8	0	.0
Economics	5	.8	1	.1	Political Science	12	1.9	6	.7
English	13	2.0	22	2.6	Psychology	20	3.1	22	2.6
Environmental Studies	4	.6	1	.1	Social Science	8	1.2	15	1.8
French	0	.0	7	.8	Sociology	3	.5	14	1.6
General Education	21	3.3	25	2.9	Spanish	2	.3	4	.5
General Science	4	.6	4	.5	Speech	0	.0	1	.1
Geography (No data due to computer error)					Undecided	37	5.8	52	6.1
Health Education	6	.9	23	2.7	Other	54	8.4	110	12.9
History	7	1.1	8	.9					

Interest in Majors Not Currently Offered at the College of Alameda (Refer to Table MW-9)

An average of 65.3% of the female and 55% of the male respondents answered each part of the question related to interest in majors which appear on the College of Alameda Five-Year Master Plan. Note that ethnic studies is not on the Master Plan and was included as an item of potential interest.

Although the majority of both groups indicated with few exceptions that they would not take any of the classes in the majors listed, many respondents did indicate interest in either taking some classes or actually earning an AA or AS degree in the subject area. The exceptions mentioned above include the following: the majority of women indicated interest in women's studies and ethnic studies, and the majority of men indicated interest in earth science. When the percentages for the columns headed "I would like to work for a degree in this area" and "I would take some classes, but probably would not work for a degree" were combined, female respondents indicated the following interests in order of preference: 1) women's studies; 2) ethnic studies; 3) earth sciences; and 4) bilingual education aide. Male respondents indicated the following interests in order of preference: 1) earth science; 2) insurance and nautical science; 3) geology; and 4) ethnic studies.

The major listed by the greatest number of each group as an area in which it probably would not take any classes was nautical science for women and women's studies for men.

Table MW-9 — Question No. 14 (MEN AND WOMEN) Men: T=642 Women: T=854
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	MEN R	MEN P	WOMEN R	WOMEN P	I would like to work for an A.A. degree in this area: MEN N	MEN R%	WOMEN N	WOMEN R%	I would take some classes, but probably not work for an A.A. degree: MEN N	MEN R%	WOMEN N	WOMEN R%	I would probably not take any of the classes in this area: MEN N	MEN R%	WOMEN N	WOMEN R%
Bilingual Education Aide	358	55.8	590	69.1	35	9.8	87	14.7	81	22.6	166	28.1	242	67.6	337	57.1
Earth Sciences	370	57.6	557	65.2	40	10.8	38	6.6	154	41.6	221	39.7	176	47.6	298	53.5
Geology	342	53.3	539	63.1	24	7.0	23	4.3	122	35.7	154	28.6	196	57.3	362	67.2
Insurance	367	57.2														
Instructional Services (Media Aide)	338	52.6	540	63.2	26	7.7	38	7.0	71	21.0	161	29.8	241	71.3	341	63.1
	367	57.2	540	63.2	46	12.5	36	6.7	115	31.3	139	25.7	206	56.1	365	67.6
Nautical Science	352	54.8	529	61.9	32	9.1	13	2.5	122	34.7	124	23.4	198	56.3	392	74.1
Religious Studies	342	53.3	554	64.9	14	4.1	29	5.2	85	24.9	157	28.3	243	71.1	368	66.4
Ethnic Studies	371	57.8	572	67.0	35	9.4	57	10.0	118	31.8	242	42.3	218	58.8	273	47.7
Women's Studies	335	52.2	596	69.8	8	2.4	76	12.8	44	13.1	305	51.2	283	84.5	215	36.1

Comparison Between Times When Respondents Were Presently Attending Classes and Times When They Preferred to Attend (Refer to Tables MW-10 and MW-11)

Nearly 35% of the male respondents as compared with over 26% of the female respondents indicated that most of their classes were presently being taken in the morning only. The next highest enrollment time indicated by 25.7% of the male respondents was during the morning and afternoon as compared with 29.3% of the female respondents who were taking classes during that same period of time. The third highest enrollment time indicated by 21.4% of the male respondents as compared with 12.5% of the female respondents was evening only. Only 5.2% of the male respondents as compared with 11.1% of the female respondents were taking classes during the day and evening.

Table MW-10 — Question No. 15a (MEN AND WOMEN)
Men: T=642 R=639 P=99.5 Women: T=854 R=846 P=99.1
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Time	MEN		WOMEN	
	N	R%	N	R%
Morning only (8 a.m. - 12 noon)	222	34.7	225	26.6
Afternoon only (12 noon - 3 p.m.)	32	5.0	67	7.9
Morning and afternoon (8 a.m. - 3 p.m.)	164	25.7	248	29.3
Late afternoon only (3 p.m. - 6 p.m.)	9	1.4	21	2.5
Evening only (6 p.m. - 10 p.m.)	137	21.4	106	12.5
Saturday only (8 a.m. - 1 p.m.)	4	.6	14	1.7
Day and evening	33	5.2	94	11.1
Day and Saturday	6	.9	10	1.2
Evening and Saturday	15	2.3	27	3.2
Other	17	2.7	34	4.0

With regard to times when respondents would prefer to take classes, both groups overwhelmingly preferred taking morning only classes. The second choice, although preferred by both groups to a much lesser degree than morning only classes, was morning and afternoon classes. Note that although the third preference for both groups was for evening only, nearly twice as many males as females preferred this time period. The fourth preference for both groups was for classes in the afternoon only.

Table MW-11 — Question No. 15b (MEN AND WOMEN)
Men: T=642 R=633 P=98.6 Women: T=854 R=838 P=98.1
I WOULD PREFER TO TAKE CLASSES IN THE:

Time	MEN		WOMEN	
	N	R%	N	R%
Morning only (8 a.m. - 12 noon)	258	40.8	345	41.2
Afternoon only (12 noon - 3 p.m.)	36	5.7	60	7.2
Morning and afternoon (8 a.m. - 3 p.m.)	112	17.7	178	21.2
Late afternoon only (3 p.m. - 6 p.m.)	18	2.8	29	3.5
Evening only (6 p.m. - 10 p.m.)	111	17.5	78	9.3
Saturday only (8 a.m. - 1 p.m.)	3	.5	8	1.0
Day and evening	19	3.0	39	4.7
Day and Saturday	7	1.1	9	1.1
Evening and Saturday	19	3.0	35	4.2
It doesn't matter	41	6.5	40	4.8
Other	9	1.4	17	2.0

Location of Classes Presently Attended and Preference of Location (Refer to Tables MW-12 and MW-13)

The overwhelming majority of male and female respondents said they were taking their classes on the College of Alameda campus (including the Air Facility). Although few respondents indicated they were taking classes both on and off-campus, many more respondents indicated they preferred to take classes both on and off-campus. Male and female respondents who were taking only classes off-campus through the Outreach Program unanimously agreed that they preferred taking their classes off-campus. Many respondents and slightly more men than women indicated that it did not matter where they took their classes.

Table MW-12 — Question No. 15c (MEN AND WOMEN)
Men: T=642 R=626 P=97.5 Women: T=854 R=836 P=97.9
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Location	MEN N	MEN R%	WOMEN N	WOMEN R%
On the College of Alameda campus (including the Air Facility)	597	95.4	765	91.5
Off campus (outreach program)	11	1.8	44	5.3
Both	18	2.9	27	3.2

Table MW-13 — Question No. 15d (MEN AND WOMEN)
Men: T=642 R=617 P=96.1 Women: T=854 R=835 P=97.8
I WOULD PREFER TO TAKE CLASSES:

Location	MEN N	MEN R%	WOMEN N	WOMEN R%
On the College of Alameda campus (including the Air Facility)	414	67.1	536	64.2
Off campus	11	1.8	44	5.3
Both	72	11.7	130	15.6
It doesn't matter	120	19.4	125	15.0

Instructional Needs (Refer to Tables MW-14 and MW-15)

Note that the response choices in the question related to instructional needs were not mutually exclusive.

When combining the "Very Important" column with the "Important" column in Tables MW-14 and MW-15 several instructional needs become apparent in that over two-thirds of each group selected the following items. Both groups indicated the need to develop better study skills and habits as their top priority (men = 80.4%; women = 81.9%). The second priority given by women (78.2%) was to improve basic math skills whereas men (73.9%) selected this as their fourth priority. The second priority given by men (77.2%) was to improve basic reading and writing skills whereas women (76.1%) selected this as their fourth priority. The third need selected by men (74.5%) was speed reading whereas women (75.9%) selected this as their fifth priority. The third need selected by women (77.5%) was to talk with their instructors about jobs in their particular area of instruction, which classes to take, etc., whereas men (73.2%) chose this as their fifth priority. The sixth priority selected by both groups was to talk with their instructors on a regular basis outside of class to discuss their progress (men = 66.7%; women = 72.3%).

Fifty percent or more of each group also expressed interest in the following instructional needs: 1) make use of a career education center or career library; 2) take a career planning class; 3) take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc., and 4) take a college orientation class to learn about college and academic policy, rules and regulations, transfer and degree requirements, who to see for special needs, etc. Note that in all needs mentioned in this section with one exception (improve basic reading and writing) women showed a greater need based on percentage of response than did men.

Some items seemed unimportant to the majority of both male and female students. It is interesting to note that where many respondents indicated that an item was unimportant or not needed, there was usually a larger response to "don't know" corresponding to that item as well. The majority of male and female respondents indicated that the following items were unimportant to them: 1) taking a Saturday family reading program; 2) obtaining special assistance in getting into a non-traditional career; and 3) taking a class in how to use the library. It is interesting to note that although most students in both groups very much needed to develop better study skills and habits, they did not equate the above mentioned reading program or library use class with increasing study skills and habits.

Table MW-14 — Question No. 16 (MEN) T=642
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	599	93.3	268	44.7	195	32.6	126	21.0	10	1.7
Improve basic math skills	597	93.0	238	39.9	203	34.0	143	24.0	13	2.2
Develop better study skills and habits	588	91.6	269	45.7	204	34.7	102	17.3	13	2.2
Speed reading	592	92.2	196	33.1	245	41.4	122	20.6	29	4.9
Take a Saturday family reading program (to improve basic reading skills)	550	85.7	35	6.4	109	19.8	313	56.9	93	16.9
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc	572	89.1	80	14.0	207	36.2	213	37.2	72	12.6
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	566	88.2	88	15.5	194	34.3	229	40.5	55	9.7
Take a class in how to use the library	571	88.9	48	8.4	182	31.9	306	53.6	35	6.1
Take a career planning class	566	88.2	85	15.0	220	38.9	224	39.6	37	6.5
Make use of a career education center or career library	569	88.6	78	13.7	230	40.4	204	35.9	57	10.0
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	565	88.0	51	9.0	103	18.2	329	58.2	82	14.5
Talk with my instructors on a regular basis outside of class to discuss my progress	576	89.7	117	20.3	267	46.4	153	26.6	39	6.8
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	576	89.7	162	28.1	260	45.1	125	21.7	29	5.0

Table MW-15 — Question No. 16 (WOMEN) T=854
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	813	95.2	344	42.3	275	33.8	181	22.3	13	1.6
Improve basic math skills	806	94.4	315	39.1	315	39.1	158	19.6	18	2.2
Develop better study skills and habits	806	94.4	341	42.3	319	39.6	130	16.1	16	2.0
Speed reading	796	93.2	268	33.7	336	42.2	154	19.3	38	4.8
Take a Saturday family reading program (to improve basic reading skills)	769	90.0	49	6.4	150	19.5	445	57.9	125	16.3
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc	804	94.1	144	17.9	337	41.9	232	28.9	91	11.3
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	795	93.1	158	19.9	288	36.2	283	35.6	66	8.3
Take a class in how to use the library	793	92.9	63	7.9	289	36.4	398	50.2	43	5.4
Take a career planning class	784	91.8	148	18.9	301	38.4	283	36.1	52	6.6
Make use of a career education center or career library	789	92.4	120	15.2	363	46.0	221	28.0	85	10.8
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	799	93.6	132	16.5	190	23.8	405	50.7	72	9.0
Talk with my instructors on a regular basis outside of class to discuss my progress	800	93.7	188	23.5	384	48.8	181	22.6	47	5.9
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	807	94.5	282	34.9	344	42.6	139	17.2	42	5.8

Counseling Needs (Refer to Tables MW-16 and MW-17)

Students were asked to answer each item in the question relating to counseling needs. Responses from women to these items ranged from 14.1% to 94.3% and averaged 85.7%. Responses from men ranged from 16% to 92.2% and averaged 82.8%.

Very few male respondents (16%) and even fewer female respondents (14.1%) preferred not to talk with a counselor at all. (This was the lowest response item for each group and appeared to be atypical in comparison to other items in the question.) The following items were indicated by at least 50% of both groups in the same order of preference as being very important or important needs: (Note that for each group the percentages in the "Very Important" and Important" columns in Tables MW-16 and MW-17 have been added together) 1) talk with a counselor to help me plan the classes I should take (men = 76.9%; women = 83.7%); 2) talk with a counselor to help me with my plans to transfer to a four-year college or university (men = 67.7%; women = 70%); 3) have someone help me learn to study better (men = 57.2%; women = 59.4%); 4) have counselors available in the evenings (men = 50.3%; women = 52.6%); and 5) take an interest, aptitude, I.Q., or other diagnostic test (men = 46.9%; women = 54.7%). Note again that the need for women is greater than that for men in all of the above counseling needs.

The majority of respondents listed the following items as being "Unimportant" ("don't need"): 1) talk with a counselor who is especially trained to work with disabled students (men = 60.7%; women = 64%); 2) talk with a minority counselor (men = 55%; women = 56.5%); 3) talk with a counselor for personal reasons (men = 54.3%; women = 55.1%); 4) talk with a male counselor (men = 52.2%; women = 53.6%); 5) have counselors available on Saturdays (men = 51.8%; women = 50.3%); and 6) talk with a peer counselor or with a female counselor respectively (men only = 50.7% and 53%).

As with a previous question related to instructional needs, those items that were answered with a response of "Unimportant" ("don't need") were usually answered with higher responses to "don't know" as well.

Table MW-16 — Question No. 18 (MEN) T=642

COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	R	P	N	R%	N	R%	N	R%	N	R%
Have counselors available in the evenings	584	91.0	111	19.0	183	31.3	233	39.9	57	9.8
Have counselors available on Saturdays	566	88.2	58	10.2	132	23.3	293	51.8	83	14.7
Talk with a counselor to help me plan the classes I should take	592	92.2	226	38.2	229	38.7	119	20.1	18	3.0
Talk with a counselor to help me with my plans to transfer to a four-year college	578	90.0	246	42.6	145	25.1	159	27.5	28	4.8
Talk with a counselor for personal reasons	569	88.6	70	12.3	145	25.5	309	54.3	45	7.9
Talk with a counselor who is specially trained to work with disabled students	565	88.0	81	14.3	81	14.3	343	60.7	60	10.6
Take an interest, aptitude, I.Q. or diagnostic test	570	88.8	86	15.1	181	31.8	258	45.3	45	7.9
Have someone help me to learn to study better	573	89.3	144	25.1	184	32.1	218	38.0	27	4.7
Talk with a student who has been trained as a peer counselor	564	87.9	64	11.3	161	28.5	286	50.7	53	9.4
Prefer to talk with a male counselor	558	86.9	55	9.9	106	19.0	291	52.2	106	19.0
Prefer to talk with a female counselor	547	85.2	51	9.3	97	17.7	290	53.0	109	19.9
Prefer to talk with a minority counselor	542	84.4	62	11.4	97	17.9	298	55.0	85	15.7
Prefer not to talk with any counselor	103	16.0	102	99.0	0	0	0	0	1	1.0
Why not?										

Table MW-17 — Question No. 18 (WOMEN) T=854:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	800	93.7	172	21.5	249	31.1	313	39.1	66	8.3
Have counselors available on Saturdays	788	92.3	98	12.4	213	27.0	396	50.3	81	10.3
Talk with a counselor to help me plan the classes I should take	805	94.3	373	46.3	301	37.4	118	14.7	13	1.6
Talk with a counselor to help me with my plans to transfer to a four-year college	800	93.7	345	43.1	215	26.9	209	26.1	31	3.9
Talk with a counselor for personal reasons	782	91.6	109	13.9	199	25.4	431	55.1	43	5.5
Talk with a counselor who is specially trained to work with disabled students	783	91.7	93	11.9	122	15.6	501	64.0	67	8.6
Take an interest, aptitude, I.Q. or diagnostic test	793	92.9	150	18.9	284	35.8	298	37.6	61	7.7
Have someone help me to learn to study better	796	93.2	198	24.9	275	34.5	283	35.6	40	5.0
Talk with a student who has been trained as a peer counselor	783	91.7	94	12.0	239	30.5	382	48.8	68	8.7
Prefer to talk with a male counselor	763	89.3	64	8.4	139	18.2	409	53.6	151	19.8
Prefer to talk with a female counselor	763	89.3	93	12.2	166	21.8	355	46.5	149	19.5
Prefer to talk with a minority counselor	734	85.9	93	12.7	105	14.3	415	56.5	121	16.5
Prefer not to talk with any counselor	120	14.1	115	95.8	1	.8	4	3.3	0	.0
Why not?										

Need to Rap (Refer to Table MW-18)

Table MW-18 indicates the non-mutually exclusive responses to the following question: If you feel the need to rap (talk about whatever is on your mind) more than you are able to do now while attending the College of Alameda, how do you think this could best be done? Fifty percent of the male and 46.8% of the female respondents indicated that this need was presently being fulfilled. However, of the 49.2% male students who indicated a need to rap more, varying percentages indicated that their need could be fulfilled by using the methods listed in the following order of preference: 1) in classes; 2) individual sessions with a counselor; 3) student activities (clubs); 4) in special psychology classes; 5) groups led by counselors; and 6) Men's Center rap groups. Varying percentages of 53.2% of the female respondents indicated that their need to rap more could be fulfilled by the following methods in order of preference: 1) Women's Center rap groups, (3.2% of the women would use Men's Center rap groups); 2) individual sessions with a counselor; 3) student activities (clubs); and 6) groups led by counselors.

Table MW-18 — Question No. 19 (MEN AND WOMEN) Men: T=642 Women: T=854
IF YOU FEEL THE NEED TO RAP) TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEG OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	MEN R	MEN P	WOMEN R	WOMEN P
Does not apply to me	326	50.8	400	46.8
In classes	91	14.2	118	13.8
Women's center rap groups	11	1.7	162	19.0
Men's center rap groups	48	7.5	27	3.2
Groups led by counselors	57	8.9	103	12.1
In special psychology courses	58	9.0	132	15.5
Individual sessions with a counselor	80	12.5	143	16.7
With a peer counselor	37	5.8	81	9.5
Student activities (clubs)	76	11.8	113	13.2

General Opinions Regarding College Policy and Procedures

Of the 819 women and 603 men who responded to the question related to their awareness of the College of Alameda due process/grievance procedures, 75.7% of the women and 69.2% of the men indicated that they were not aware of these procedures.

Of the 828 women and 622 men who responded to the question related to the inclusion of such requirements as AA/AS degree, transferability of courses, and course prerequisites in the Schedule of Classes, 93.4% of the women and 89.5% of the men indicated that one or more of these items should be included in the Schedule.

When asked if they were satisfied with the College of Alameda's present grading policy, 682 (88.3%) of the women and 535 (88.1%) of the men gave an affirmative response.

When asked if they were satisfied with the College of Alameda's class attendance policy, 652 (81.9%) of the women and 510 (82.8%) of the men gave an affirmative response. Note that respondents who answered negatively to the above two questions were asked to give a written reply suggesting changes in these policies. (Refer to the All Survey Respondents report beginning on page 13 for a summary of these responses.)

Resources in the College of Alameda Library

The All Survey Respondents report beginning on page 13 gives a synopsis of the responses from all students to the question asking for need of services not presently offered by the College of Alameda library. Note that at the time of the survey, the new Library/Learning Resources Center had not been completed.

Housing Referral Service

The majority of male (52.2%) and female (56.6%) respondents would make use of a housing referral service to help them find an apartment or other living accomodations.

Child Care Services (Refer to Table MW-19)

Although most respondents did not indicate a need for child care, 15.8% or 127 of 804 females as compared with only 7.6% or 44 of 579 males did indicate such a need. Most female respondents preferred all day child care. The second preference for women was for child care during the morning only. Other preferences in descending order included afternoons only, late afternoons only, evenings only, and day and evening only.

Neither male nor female respondents as a group indicated particular need for child care on Saturdays, for day and Saturday, or evening and Saturday.

The need for men differed from that for women in that men showed a greater preference for child care during the evening only and the day and evening time periods. Male respondents also showed less preference than did females for child care during the afternoon only, and late afternoon only. This finding is consistent with the lower percentage of men as compared to women who responded to an earlier question (15a) referring to the times they were presently taking classes.

Of the 360 women and 241 men who responded to the question related to the use of the Child Care Center, 19 (5.3%) of the women and 8 (3.3%) of the men indicated that they presently were using the Center on campus. When respondents who indicated they presently were not using the Center were asked "why not?", 74 (70.5%) males and 144 (70.6%) females indicated a reason other than those mentioned below. (Refer to the All Survey Respondents report for a summary of the written responses to "Other"). Over 16% (17) of the 105 male respondents and 11.3% (23) of the 204 female respondents said they did not know about the Center, almost 8% (8) of the men and 12.7% (26) of the women said their income was too high to qualify, and almost 6% of the men and 5.4% (11) of the women said they applied too late.

Of the students who indicated a need for someone to take care of their children while they attended the College of Alameda, 47% of the 141 female respondents and 28% of the 56 male respondents indicated they would make use of a referral service for off-campus child care.

Table MW-19 — Question No. 22b (MEN AND WOMEN) Men: T=642 R=54 P=8.4 Women: T=854 R=135 P=15.8:
PLEASE INDICATE THE TIME OF DAY YOU NEED SOMEONE TO CARE FOR YOUR CHILDREN

Time	MEN N	MEN R%	WOMEN N	WOMEN R%
For morning classes only	14	25.9	29	21.5
For afternoon classes only	3	5.6	16	11.9
All day	21	38.9	52	38.5
For late afternoon classes only	2	3.7	13	9.6
For evening classes only	8	14.8	9	6.7
For Saturday classes only	1	1.9	2	1.5
For day and evening classes	4	7.4	8	5.9
For day and Saturday classes	0	.0	3	2.2
For evening and Saturday classes	1	1.9	3	2.2

Employment Needs (Refer to Tables MW-20 and MW-21)

In general, female respondents showed a greater need for employment assistance than did male respondents. Two-hundred seventy-six men (46.5% of 594 respondents) and 429 women (52.5% of 817 respondents) expressed a need for assistance in finding a job while they were enrolled at the College. Of the students who needed job-finding assistance, 75.2% or 321 of 427 female respondents and 67.9% or 184 of 271 male respondents preferred a part-time job rather than a full-time job.

At least one-half of the respondents in each group indicated a need for assistance in finding a job after completing their studies at the College with almost 10% more women than men desiring such aid. Both groups preferred assistance in finding a full-time job rather than part-time employment, and more women than men expected to find work related to their respective areas of study. Both groups had greater expectations of the College Placement Office than of instructors in providing employment assistance once their studies at the C `lege were completed.

Table MW-20 — Question No. 23b (MEN) T=642:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	596	92.8	—	—
YES	—	—	295	49.5
NO	—	—	301	50.5
If YES, please check as many as apply:				
I would prefer a part-time job	99	15.4	—	—
I would prefer a full-time job	204	31.8	—	—
I expect to find a job related to my area of study at the College of Alameda	133	20.7	—	—
I expect my instructors to help me find a job	56	8.7	—	—
I expect the College Placement Office to help me find a job	107	16.7	—	—
Other comments	26	4.0	—	—

Table MW-21 — Question No. 23b (WOMEN) T=854:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	815	95.4	—	—
YES	—	—	482	59.1
NO	—	—	333	40.9
If YES, please check as many as apply:				
I would prefer a part-time job	158	18.5	—	—
I would prefer a full-time job	301	35.2	—	—
I expect to find a job related to my area of study at the College of Alameda	240	28.1	—	—
I expect my instructors to help me find a job	87	10.2	—	—
I expect the College Placement Office to help me find a job	170	19.9	—	—
Other comments	32	3.7	—	—

Financial Aid (Refer to Tables MW-22, MW-23, MW-24, and MW-25)

Survey students were asked to rate the importance of several types of aid in assisting them to attend the College. An average of slightly more than 54% of the male and almost 48% of the female respondents indicated that the items were not important to them. Of the men and the majority of women who did rate the items as being important, both groups rated the items in the same order. However, it appeared that the female respondents felt a greater need for most of the items than did the males. This need can be seen by comparing the "Very Important" column in Table MW-22 with the same column in Table MW-23. For example, whereas 50.3% of the female respondents indicated that of the items listed their greatest need was to receive assistance for books and supplies, only 39.4% of the males indicated such a need. Similarly, female respondents indicated a greater need than did males for assistance for transportation to and from campus and for meals on campus. Both groups indicated almost the same need for assistance for other expenses such as housing, dental, and medical care, etc.

Table MW-22 — Question No. 24a (MEN) T=642
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	594	92.5	234	39.4	98	16.5	262	44.1
Financial assistance for meals on campus	573	89.3	136	23.7	82	14.3	355	62.0
Financial assistance for transportation to and from campus	569	88.6	135	23.7	90	15.8	344	60.5
Financial assistance for other expenses such as housing, dental, medical care, etc.	576	89.7	201	34.9	88	15.3	287	49.8

Table MW-23 — Question No. 24a (WOMEN) T=854
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	821	96.1	413	50.3	116	14.1	292	35.6
Financial assistance for meals on campus	778	91.1	231	29.7	101	13.0	446	57.3
Financial assistance for transportation to and from campus	782	91.6	268	34.3	121	15.5	393	50.3
Financial assistance for other expenses such as housing, dental, medical care, etc.	783	91.7	280	35.8	127	16.2	376	48.0

One-hundred eighty-nine (32.1%) of the male and three-hundred forty-four (42.1%) of the female respondents indicated they had applied for financial assistance at the College. Although the Fall, 1976 quarter began on September 15, the first financial aid checks were not distributed until October 22 or six weeks after the quarter began. When asked about the consequences of receiving their financial aid later than needed, 10% more women than men who received aid said they had to borrow money for books and supplies. About the same percentages of both groups said they could not buy books and supplies when needed, that they had to drop one or more classes, that nothing happened, or that something "Other" than the items listed happened as a result of receiving their checks later than needed. A summary of the response to "Other" for the total survey population is located on page 25 .

Table MW-24 — Question No. 24c (MEN AND WOMEN) Men: T=642 Women: T=854
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	MEN R	MEN P	WOMEN R	WOMEN P
Had to borrow money for books and supplies	96	15.0	216	25.3
Had to drop one or more classes	36	5.6	46	5.4
Could not buy books and supplies when needed	83	12.9	126	14.8
Nothing happened	49	7.6	57	6.7
Other	16	2.5	41	4.8

When asked why respondents were not receiving financial assistance from the College, the reason given most frequently by both groups was "I don't need financial assistance".

Table MW-25 — Question No. 24d (MEN AND WOMEN) Men: T=642 Women: T=854:
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	MEN R	MEN P	WOMEN R	WOMEN P
I do not need financial assistance	249	38.8	289	33.8
I applied for financial assistance but didn't qualify for it	38	5.9	54	6.3
I applied for financial assistance but my application was late. (Applied after September 15)	34	5.3	45	5.3
I applied for financial assistance but there were no more funds available	22	3.4	15	1.8
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	67	10.4	69	8.1
I was interested in applying, but I could not find anyone who would help me fill out the forms	33	5.1	55	6.4
Other	60	9.3	82	9.6

Extra-Curricular Activities (Refer to Table MW-26)

Over 53% of the female and almost 45% of the male survey respondents indicated that they were not interested in participating in extra-curricular activities. Of the respondents who did indicate interest, both men and women showed relatively the same preference for participation in the activities listed with the following exception: men showed a much greater interest in inter-collegiate athletics than did women. A summary of specific areas of interest in clubs, organizations and on-campus recreational activities is located on page 26 .

Table MW-26 — Question No. 26 (MEN AND WOMEN) Men: T=642 Women: T=854:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	MEN R	MEN P	WOMEN R	WOMEN P
Clubs and organizations	137	21.3	185	21.7
Student government	61	9.5	65	7.6
Intercollegiate athletics	120	18.7	78	9.1
On-campus recreational activities	71	11.1	95	11.1
I am not interested in extra-curricular activities	287	44.7	456	53.4

Facilities (Refer to Tables MW-27 and MW-28)

Although students were asked to respond to each item on the question related to facilities, the responses ranged from 67.7% to 93.8% for women and from 64.8% to 91.6% for men. The desire to make use of the various facilities listed differed somewhat between male and female respondents. Although both groups rated the use of a place to relax between classes and a quiet place to study (other than the library) as their top priorities, women showed a greater preference for these facilities than did men. The greatest difference between the two groups occured in their preference for making use of a women's and/or men's resource center. It is interesting to note that almost 13% of the female respondents would make use of a men's resource center and almost 21% of the male respondents would make use of a women's resource center.

Table MW-27 — Question No. 27 (MEN) T=642:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	588	91.6	466	75.9	142	24.1
A place to meet other people	528	82.2	355	67.2	173	32.8
A men's resource center	468	72.9	216	46.2	252	53.8
A women's resource center	416	64.8	86	20.7	330	79.3
A place to meditate	481	74.9	201	41.8	280	58.2
A place to relax between classes	553	86.1	419	75.8	134	24.2

Table MW-28 — Question No. 27 (WOMEN) T=854:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	801	93.8	654	81.6	147	18.4
A place to meet other people	719	84.2	417	58.0	302	42.0
A men's resource center	578	67.7	73	12.6	505	87.4
A women's resource center	687	80.4	402	58.5	285	41.5
A place to meditate	673	78.8	286	42.5	387	57.5
A place to relax between classes	789	92.4	649	82.3	140	17.7

Supplemental Learning Aids (Refer to Tables MW-29 and MW-30)

Note that students were asked to check as many of the learning aids as they would use if available; therefore, there were varying response percentages to each aid listed with an average response of 88.8% for women and 84.9% for men. Although the majority of all respondents indicated interest in using all learning listed, there appeared to be some differences between men and women in their degree of interest in and rank ordering of the aids. For example, although a greater percentage of female than male respondents said they would use short courses, a greater number of male than female respondents indicated they would use instructional media, video tape and TV; and although women selected short courses as their first preference, they were the fourth preference for men.

Table MW-29 — Question No. 28 (MEN) T=642
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	587	91.4	405	69.0	83	14.1	99	16.9
Individualized self-paced courses	534	83.2	313	58.6	137	25.7	84	15.7
Short courses	520	81.0	308	59.2	119	22.9	93	17.9
Special workshops	536	83.5	358	66.8	85	15.9	93	17.4
Televised classes (shown on TV in your home)	544	84.7	294	54.0	138	25.4	112	20.6
Use of instructional media (TV, tapes, films, etc.)	550	85.7	403	73.3	54	9.8	93	16.9

Table MW-30 — Question No. 28 (WOMEN) T=854
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	783	91.7	480	61.3	101	12.9	202	25.8
Individualized self-paced courses	750	87.8	481	64.1	123	16.4	146	19.5
Short courses	748	87.6	511	68.3	113	15.1	124	16.6
Special workshops	756	88.5	515	68.1	114	15.1	127	16.8
Televised classes (shown on TV in your home)	758	88.8	432	57.0	182	24.0	144	19.0
Use of instructional media (TV, tapes, films, etc.)	757	88.6	512	67.6	90	11.9	155	20.5

Learning Assistance Programs (Refer to Table MW-31)

As in the previous section, note that students were asked to check as many of the learning assistance programs as they wanted to have available for their use; therefore, there were varying response percentages to each program listed with an average response of 31.5% for men and 33.6% for women. Although the rank order of the programs was relatively the same between men and women, women appeared to have a slightly greater interest than men in all programs except one-to-one tutoring in an occupational area. The majority of students said they would prefer most to have available to them one-to-one tutoring in a specific academic area of study. The greatest difference between the two groups occured in the interest of more women than men in the availability of small group tutoring.

Table MW-31 — Question No. 29 (MEN AND WOMEN) Men: T=642 Women: T=854
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	MEN R	MEN P	WOMEN R	WOMEN P
One-to-one tutoring in a specific academic area of study	286	44.5	423	49.5
One-to-one tutoring in an occupational area (automotive, etc.) of study	180	28.0	183	21.4
A personalized survival skills program (to improve basic reading and math skills) with close supervision	219	34.1	301	35.2
An independent individualized program (with little or no supervision)	129	20.1	190	22.2
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	185	28.8	271	31.7
Small group tutoring (with others who have similar needs)	216	33.6	357	41.8
Other	13	2.0	20	2.3

SUMMARY

Demographic and Other Characteristics

The survey population consisted of slightly over 14% more women than men. Most respondents in both groups were between the ages of 19-21 years old. When all ethnic minority categories were combined, more students identified themselves as being a member of an ethnic minority group than as White, and there were as many minority men as women. Of all the categories listed, more students identified themselves as White and there were as many White men as women. The vast majority of respondents and almost as many men as women said English was the first language they learned to speak. Slightly over 21% of the respondents were veterans and almost 10% of these were women.

Although the vast majority of both groups said they did not have a disabling condition, recurrent health problem, or severe learning problem, from 5% to 17% of all respondents said one or more of these problems applied to them. Of the later group, there were slightly more women than men who said that their problem or condition limited their school or job activities.

Slightly more women than men and most respondents were enrolled at the College of Alameda for the first time. Slightly more men than women were continuing students. The vast majority of respondents had been enrolled in a high school or college during the past five years and of those who had not, there were 7% more men than women. Most respondents and slightly more men than women were full-time students. Slightly more women than men were part-time students. Both groups came to the College primarily for the same reasons.

Male respondents were taking their classes primarily in the morning only followed by the morning and afternoon, then by evening only. Female respondents were taking their classes primarily in the morning and afternoon followed closely by morning only. Most male and female respondents overwhelmingly preferred to take their classes in the morning only. More women than men next preferred morning and afternoon, and more men than women next preferred evening only.

Although the overwhelming majority of both groups were taking their classes on the College of Alameda campus (including the [illegible]r Facility), many respondents (at least 27% of each group) <u>preferred</u> to take their classes either both on <u>and</u> off-campus <u>or</u> said it did not matter where they took their classes.

Instructional Needs

The preference for degree or other objectives were the same for both groups. However, more male than female occupational students showed interest in auto mechanics and aviation maintenance, and auto body and paint or some "Other" program than any other listed. In contrast, more female than male occupational students showed interest in fashion arts, secretarial science, medical assisting, and dental assisting, or some "Other" program than any other listed.

Both groups of respondents who identified themselves as non-occupational or "academic" students overwhelmingly selected the area of Business as their major. In general, but with much less frequency than for Business, more female than male respondents showed interest in majoring in the humanities (art, music, English, speech, etc.), whereas, more male than female respondents showed interest in majoring in science or mathematics (biology, math, chemistry, physics, etc.). Interest in a major in the social sciences (psychology, social science, sociology, etc.) was almost the same for both groups.

The majority of male respondents said they probably would not take classes, with the exception of earth sciences, in any of the proposed majors in the College's Five-Year Master Plan. The majority of female respondents, with the exception of women's studies and ethnic studies, gave the same response. Of those respondents who did show interest, men most frequently mentioned earth science, insurance, nautical science, geology, and ethnic studies; and women most frequently mentioned women's studies, ethnic studies, earth sciences, and bilingual education aide.

Men and women unanimously agreed that of the instructional needs listed, their greatest need was to develop better study skills and habits. And although the order of preference differed between the groups, additional very important needs were to improve basic reading and writing skills, improve basic math skills, talk with their instructors about jobs in their particular area of instruction, which courses to take, etc., and speed reading. In addition, several other instructional needs appeared to be important to the majority of both groups.

Support Service Needs

The majority of both groups said that of the items listed, they needed most to talk with a counselor to help them plan the courses they should take, to help them with their plans to transfer to a four-year college or university, to have someone help them learn to study better, and to have counselors available in the evenings. It was more important for the majority of women than men to take an interest, aptitude, I.Q., or diagnostic test.

Although close to a majority of both groups indicated that their need to rap more while on campus was presently being met, the majority of women and most men did not think that their need to rap was being fulfilled.

The majority of both groups were unaware of the College's due process/grievance procedures, were satisfied both with the present grading and the class attendance policies at the College; and thought that requirements for an AA/AS degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes. The majority of both groups said they would make use of a housing referral service to help them find an apartment or other living accomodations.

Although the vast majority of respondents did not need someone to take care of their children while they were attending the College, an average of 12% of both groups did need child care. This need alone would fill the present child care facility to 95% capacity.

Almost half of the survey respondents and slightly fewer men than women said they needed assistance in finding a job while they were enrolled at the College, and the majority of these students preferred a part-time job. At least half of both groups and fewer men than women said they would need assistance in finding a full-time job after they completed their studies at the College.

The majority of both groups thought it was important to have financial aid for books and supplies and for other expenses such as housing, dental and medical care, etc. in assisting them to attend the College, but an average of only 37% of both groups and 10% more women than men had actually applied for financial assistance. Of the group of respondents who applied for and received financial assistance later than needed, many students could not buy books and/or supplies when needed. And of the respondents in both groups who were not receiving financial assistance from the College, most said they did not need it.

Although most respondents in both groups and 9% more women than men were not interested in extra-curricular activities, many students did indicate interest. The majority of both groups of respondents said they would make use of a place to relax between classes, a quiet place to study other than the library, and a place to meet other people. The majority of female respondents in particular also would make use of a Women's Resource Center.

The majority of both groups of respondents said that if available they would make use of all of the supplemental learning aids listed with each group having preference for two or three specific aids. And finally, most respondents in both groups said they would like the following learning assistance programs available for their use: one-to-one tutoring in a specific academic area of study, small group tutoring (with others who have similar needs), and a personalized survival skills program (to improve basic reading and math skills) with close supervision.

In general, although the perceived educational needs of men differed somewhat from those of women, the greatest disparity between the two groups consisted of differences in priority of ranking of their needs and in the fact that women appeared to have a greater need for the same items as did men.

MINORITY AND ESL STUDENTS

(Juan Vazquez)

Population

The minority population represents 873 students (55.4%) of the entire Educational Needs Assessment sample of 1615). This population consists of four ethnic group categories: 1. American Indian/Native American; 2. Black/Afro-American; 3. Chicano/Latin-American; and 4. Oriental/Asian-American.

Of the 873 respondents in these four categories, 38 (2.4% of the total sample of 1615) were Native American, 572 (36.3%) were Black, 98 (11.2%) were Chicano and 165 (10.5%) were Asian.

When compared with the October 26, 1976 census data, there appears to be a very close representation of total minority group students in the Educational Needs Assessment population to the total College population. At the time of the census, 55.9% of the total student body was comprised of minority students; and thus indicates that the Educational Needs Assessment sample was only 0.5% below the October 26 figures.

While the Educational Needs Assessment minority group sample matched the census data almost exactly, the individual ethnic groups represented in the E.N.A. sample differed somewhat from the ethnic group representations in the census data. The census data showed the minority population to be made up of 1.15% Native American (1.25% below the E.N.A. Native American sample), 41.26% Black (5% above the E.N.A. sample), 5.22% Chicano (1% below the E.N.A. sample) and 8.3% Asian students (2.2% below the E.N.A. sample). Even though discrepencies of individual minority group representation existed between the Educational Needs Assessment sample and the census data, the proportions were close enough to represent more similarities than differences.

This sub-report will deal with the needs of minority students as a group, as well as the needs of the four individual minority groups, when substantially different from the larger minority group, as compared with the needs of the 630 White students who were surveyed. In addition, this sub-report will describe the needs of those students whose first language was not English when this group's needs are substantially different than those of the minority group's. Note that 72% of those students who responded "No" to the question asking if English was the first language they learned to speak also classified themselves as minority students.

Age (Refer to Tables M/C 1a and M/C 1b)

In general, minority respondents tended to be younger than White students in that slightly over half the minorities (50.5%) indicated that they were between the ages of 16 and 21 years old, while one-third (33.7%) of the Whites fell into this age category. The converse was true with regard to students 25 years or older; that is, over half (51.4%) of the Whites fell into this category while only one-third (32.8%) of the minority respondents were 25 or older.

Table M/C-1a — Question No. 1 (MINORITY) T=873 R=860 P=9.8.5
HOW OLD ARE YOU?

Age	N	R%
16 - 18	134	15.6
19 - 21	300	34.9
22 - 24	144	16.7
25 - 27	82	9.5
28 - 34	99	11.5
35 - 41	47	5.5
42 - 49	32	3.7
50 or older	22	2.6

Table M/C-1b — Question No. 1 (CAUCASIAN) T=630 R=630 P=100
HOW OLD ARE YOU?

Age	N	R%
16 - 18	47	7.5
19 - 21	165	26.2
22 - 24	94	14.9
25 - 27	89	14.1
28 - 34	111	17.6
35 - 41	47	7.5
42 - 49	33	5.2
50 or older	44	7.0

Sex

The survey indicated that Whites and minorities have the same proportion of females to males, about 57% to 43%, respectively. However, of the 152 Asians responding to this question, a smaller proportion were female (44.7%) while the 527 Black respondents had the largest proportion of women, 60.5%.

English as a Second Language

Of the 628 Whites responding to the question asking if English was the first language learned, 94.1% said "Yes" while 79.3% of the 865 minority respondents answered similarly. More significantly, over half the 97 Latino respondents (57.7%) and nearly two-thirds of the 165 Asian respondents (63%) indicated that English was not the first language they learned.

Veterans

A larger proportion of the 628 White respondents were veterans (24.7%) as compared to 19.1% of the 862 minority students who indicated veteran status. Blacks had the largest proportional representation of veterans among the minorities (20.5% of 566 respondents) while Asians had the smallest representation, 14.6% of 154 respondents.

Students with Disabling Conditions, Recurrent Health Problems or Severe Learning Problems

While White and minority respondents had similar proportions indicating they had disabling conditions or recurrent health problems (8.3% of the 630 White respondents and 7.5% of the 868 minority respondents), there was a substantially larger proportion of minorities who considered themselves as having severe learning problems (7.5% of the 849 minority respondents) than Whites who perceived the same problems (1.6% of the 628 White respondents).

Further, a larger proportion of 344 minority respondents than the 177 White respondents answered "Yes" to the question which asked if their activities were limited by a disabling condition, recurrent health problem, and/or severe learning problem. Of those who responded, 11.3% Whites and 18% minorities indicated that their activities were limited.

Enrollment Status

About 35% of the White students and 39% of the minority students were enrolled for the first time at the College. Latino students had the largest proportion (47.4%) of respondents indicating first time enrollment than any other minority group. More minority respondents (6%) than White students (3.2%) had previously been enrolled at the College, but had received no credit.

Slightly over 62% of the White students and 54% of the minority respondents were continuing students. Of the minority respondents who were continuing, 9.5% had completed one quarter, 18.3% had completed two to three quarters, 16.9% had completed four to six quarters and 9.7% had completed more than six quarters.

More White student respondents (26.2%) were classified as re-entry students, i.e.,

those students who had not been enrolled at any high school or college in the past five years, than the 20.7% of the minority respondents who fell into this category.

Of the 836 minority respondents, 62.4% considered themselves to be full-time students (enrolled in 12 or more units) while 56.5% of the 620 White respondents reported being full-time students. Black students comprised the largest single group of full-time students with almost 65% of the 558 Black respondents falling into this category.

Reasons for Coming to the College of Alameda

While both minority and White respondents chose the same four reasons for coming to the College as their top choices, the order of importance, as indicated by the number of respondents, differed for both groups. White students' main reason for coming to the College was its proximity to their homes, followed by the College of Alameda's low cost, then the quarter system and finally the desire to enroll in a specific occupational program. Minorities, on the other hand, felt that the quarter system was the most important reason for coming to the College, followed by a wish to enroll in an occupational program, then the College's proximity to home and finally, the College's low cost.

Degree or Other Objectives (Refer to Tables M/C-2a, b, c, d, e, f, g)

Minority and White respondents differed somewhat in their degree objectives. While the same proportion of minority and White respondents (24%) wanted to earn an A.A. or A.S. degree in an academic area and transfer to a four-year institution, almost 25% of the minority respondents also wanted to earn a two-year degree or certificate of completion in an occupational program compared to 17.6% of the White respondents. Further, 20% of the minority respondents indicated that they would take classes to help them on the job with no particular degree in mind while 14.7% of the White respondents felt the same way.

More students who learned English as a second language and Asian respondents preferred to go on to four-year institutions after earning a two-year degree (28.2% and 24.5%, respectively) while more Native American (Indian) and Black respondents wanted to earn a two-year degree or certificate of completion in an occupational program (27% and 26.2%, respectively). Latino respondents were equally divided with 24.7% of the respondents choosing each of these two plans.

Table M/C-2a — Question No. 11 (MINORITY) T=873 R=862 P=98.7
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	90	10.4
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	172	20.0
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.).	210	24.4
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	43	5.0
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	207	24.0
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	85	9.9
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	34	3.9
Other (Please specify: _____)	21	2.4

Table M/C-2b — Question No. 11 (CAUCASIAN) T=630 R=621 P=98.6
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	82	13.2
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	91	14.7
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.). **(Please be sure to answer Question No. 12 below.)**	109	17.6
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university. **(Please answer Question No. 13 below.)**	24	3.9
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university. **(Please answer Question No. 13 below.)**	152	24.5
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree. **(Please answer Question No. 13 below.)**	109	17.6
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	13	2.1
Other (Please specify: _____)	41	6.6

Table M/C-2c — Question No. 11 (E.S.L.) T=255 R=252 P=98.8
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	34	13.5
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	54	21.4
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	44	17.5
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	11	4.4
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	71	28.2
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	23	9.1
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	7	2.8
Other (Please specify: _____)	8	3.2

Table M/C-2d — Question No. 11 (ASIAN) T=165 R=163 P=98.8
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	22	13.5
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	36	22.1
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	28	17.2
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	4	2.5
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	40	24.5
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	25	15.3
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	4	2.5
Other (Please specify: _____)	4	2.5

Table M/C-2e — Question No. 11 (NATIVE AMERICAN) T=38 R=37 P=97.4
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	5	13.5
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	7	18.9
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	10	27.0
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	0	.0
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	7	18.9
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	3	8.1
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	2	5.4
Other (Please specify: _____)	3	8.1

Table M/C-2f — Question No. 11 (BLACK) T=572 R=565 P=98.8
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	52	9.2
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	110	19.5
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	148	26.2
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	35	6.2
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	136	24.1
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	51	9.0
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	21	3.7
Other (Please specify: _____)	12	2.1

Table M/C-2g — Question No. 11 (LATINO) T=98 R=97 P=99.0
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	11	11.3
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	19	19.6
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.).	24	24.7
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university.	4	4.1
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university.	24	24.7
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	6	6.2
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	7	7.2
Other (Please specify: _____)	2	2.1

Choice of Occupational Program or Academic Major

The most popular occupational programs for minority respondents were Fashion Arts followed by a tie between Medical Assisting and Business Equipment Technology, then Auto Mechanics and finally, Secretarial Science with 6.9%, 5.8%, 4.8%, and 4.7% of the minority occupational students choosing these programs as their top four choices, respectively. On the other hand, a larger proportion of White occupational student respondents chose Aviation Mechanics (6.5%) as their current or intended program followed by a tie between Auto Mechanics and Dental Assisting (3%), then Special Education Assistant (2.7%) and finally a tie between Aviation Operation and Secretarial Science (2.5% each).

More Black occupational students chose Fashion Arts as their intended program as did Native American respondents (8% each) while Latino students favored the Dental Assisting program (8.2%), but Asians and E.S.L. students chose Auto Mechanics (10.3% and 8.6%, respectively) as their intended occupational program.

The most popular academic majors for both minority and White student respondents were Business and Art. Minority respondents also chose General Education as a second most popular academic major with English being their third choice. Whites on the other hand, chose Psychology as their third most popular academic major.

Interest in Majors Not Currently Offered at the College of Alameda (Refer to Tables M/C-3a, b, c, d, e, f, g)

An average of 52.5% of the minority students and 71% of the White students responded to each of the potential majors which, with the exception of Ethnic Studies, were taken from the College of Alameda's Five-Year Master Plan. Although an average 54.3% of the minority respondents and 60.5% of the White respondents indicated they would not take classes in any of the potential majors, percentages representing a sizeable number of students did reflect an interest in the various majors.

Minority students responding to this question chose the Bilingual Education Aide and the Ethnic Studies programs as areas in which they would like to work for an A.A. degree. Nearly 20% chose Bilingual Education Aide and 17.6% chose Ethnic Studies.

More specifically, 18.1% of the Asian respondents, 29.5% of the E.S.L. students and 45.8% of the Latino respondents showed an interest in majoring as Bilingual Education Aides. Black respondents overwhelmingly chose Ethnic Studies as a program in which they would either take some classes (50.5%) or major while pursuing an A.A. degree (18.3%).

White students, on the other hand, chose Earth Sciences as their most sought after major not currently offered at the college, with 5.3% of the respondents wishing to work for an A.A. degree and 46.1% desiring to take courses in the program. This was followed by Women's Studies with 42.2% of the respondents wither wanting to major or take courses in this program were it offered at the College.

Table M/C 3a — Question No. 14 (MINORITY) T=873:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	488	55.9	96	19.7	158	32.4	234	48.0
Earth Sciences	460	52.7	47	10.2	162	35.2	251	54.6
Geology	428	49.0	28	6.5	113	26.4	287	67.1
Instructional Services (Media Aide)	437	50.1	51	11.7	142	32.5	244	55.8
Insurance	464	53.2	75	16.2	169	36.4	220	47.4
Nautical Science	424	48.6	20	4.7	112	26.4	292	68.9
Religious Studies	450	51.5	37	8.2	129	28.7	284	63.1
Ethnic Studies	495	56.7	87	17.6	235	47.5	173	34.9
Women's Studies	455	52.1	48	10.5	184	40.4	223	49.0

Table M/C-3b — Question No. 14 (CAUCASIAN) T=630:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	452	71.7	27	6.0	92	20.4	333	73.7
Earth Sciences	456	72.4	24	5.3	210	46.1	222	48.7
Geology	447	71.0	17	3.8	164	36.7	266	59.5
Instructional Services (Media Aide)	443	68.7	14	3.2	96	22.2	323	14.6
Insurance	442	70.2	12	2.7	84	19.0	346	78.3
Nautical Science	446	70.8	18	4.0	132	29.6	296	66.4
Religious Studies	441	70.0	8	1.8	104	23.6	329	74.6
Ethnic Studies	441	70.0	6	1.4	124	28.1	311	70.5
Women's Studies	467	74.1	32	6.9	165	35.3	270	57.8

Table M/C 3c — Question No. 14 (ASIAN) T=165:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	94	57.0	17	18.1	33	35.1	44	46.8
Earth Sciences	90	54.5	8	8.9	35	38.9	47	52.2
Geology	87	52.7	7	8.0	28	32.2	52	59.8
Instructional Services (Media Aide)	89	53.9	9	10.1	24	27.0	56	62.9
Insurance	95	57.6	16	16.8	35	36.8	44	46.3
Nautical Science	84	50.9	3	3.6	21	25.0	60	71.4
Religious Studies	87	52.7	2	2.3	22	25.3	63	72.4
Ethnic Studies	92	55.8	14	15.2	35	38.0	43	46.7
Women's Studies	83	50.3	5	6.0	23	27.7	55	66.3

Table M/C 3d — Question No. 14 (E.S.L.) T=255:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	146	57.3	43	29.5	48	32.9	55	37.7
Earth Sciences	124	48.6	11	8.9	44	35.5	69	55.6
Geology	118	46.3	6	5.1	35	29.7	77	65.3
Instructional Services (Media Aide)	117	45.9	9	7.7	31	26.5	77	65.3
Insurance	128	50.6	15	11.6	43	33.3	71	55.0
Nautical Science	120	47.1	8	6.7	27	22.5	85	70.8
Religious Studies	117	45.9	5	4.3	25	21.4	87	74.4
Ethnic Studies	130	51.0	14	10.8	53	40.8	63	48.5
Women's Studies	127	49.8	18	14.2	36	28.3	73	57.5

Table M/C-3e — Question No. 14 (LATINO) T=98:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	72	73.5	33	45.8	22	30.6	17	23.6
Earth Sciences	60	61.2	5	8.3	24	40.0	31	51.7
Geology	56	57.1	3	5.4	17	30.4	36	64.3
Instructional Services (Media Aide)	55	56.1	7	12.7	15	27.3	33	60.0
Insurance	60	61.2	7	11.7	16	26.7	37	61.7
Nautical Science	58	59.2	2	3.4	14	24.1	42	72.4
Religious Studies	56	57.1	3	5.4	11	19.6	42	75.0
Ethnic Studies	66	67.3	9	13.6	34	51.5	23	34.8
Women's Studies	62	63.3	9	14.5	28	45.2	25	40.3

Table M/C 3f — Question No. 14 (BLACK) T=572:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	300	52.4	44	14.7	94	31.3	162	54.0
Earth Sciences	290	50.7	32	11.0	94	32.4	164	56.6
Geology	264	46.2	17	6.4	59	22.3	188	71.2
Instructional Services (Media Aide)	273	47.7	33	12.1	96	35.2	144	52.7
Insurance	288	50.3	51	17.7	110	38.2	127	44.1
Nautical Science	259	45.3	14	5.4	67	25.9	178	68.7
Religious Studies	283	49.5	29	10.2	91	32.2	163	57.6
Ethnic Studies	311	54.4	57	18.3	157	50.5	97	31.2
Women's Studies	288	50.3	33	11.5	129	44.8	126	43.8

Table M/C 3g — Question No. 14 (NATIVE AMERICAN) T=38:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	22	57.9	2	9.1	9	40.9	11	50.0
Earth Sciences	20	52.6	2	10.0	9	45.0	9	45.0
Geology	21	55.3	1	4.8	9	42.9	11	52.4
Instructional Services (Media Aide)	20	52.6	2	10.0	7	35.0	11	55.0
Insurance	21	55.3	1	4.8	8	38.1	12	57.1
Nautical Science	23	60.5	1	4.3	10	43.5	12	52.2
Religious Studies	24	63.2	3	12.5	5	20.8	16	66.7
Ethnic Studies	26	68.4	7	26.9	9	34.6	10	38.5
Women's Studies	22	57.9	1	4.5	4	18.2	17	77.3

Comparison Between Times When Minority and White Respondents Attended Classes and Times When They Would Prefer to Attend

More minority respondents took morning only classes (34.8%) at the time of the survey than did White respondents (23.8%) while a smaller proportion of minorities took evening only classes (13.6%) as compared to 20.4% of the White respondents attending at the same time. The other time categories reflected more similarities than differences between minority and White respondents.

More minority and White respondents preferred to take morning only classes than were actually enrolled in morning only classes, and fewer students from each group preferred evening only and Saturday classes. Over 46% of the minority and 33% of the White respondents would prefer morning only classes and 10.7% of the minorities and 15.9% of the Whites would prefer evening classes.

Location of Classes Attended and Preference of Location

There was virtually no difference in location of classes taken by both minority and White respondents. For both groups more than 93% of their classes were taken on the College campus (including the Air Facility), almost 4% were taken off-campus and about 3% both on and off-campus. With respect to preference of location, again both groups were more similar than different with slightly more minority respondents desiring on-campus classes (66.4%) as compared to 63.7% of the Whites. To 15.4% of the minority and 17.9% of the White respondents, it made no difference as to where they attended classes.

Instructional Needs (Refer to Tables M/C-4a, b, c, d, e, f, g)

An average of 90% of the minority survey population and an average of 94.1% of the White survey population responded to the instructional needs questions. It should be noted that these items were not mutually exclusive and, therefore, that students could and did respond to more than one item.

Minorities and Whites differed somewhat in their priorities for instructional needs. Minorities chose the improvement of basic reading and writing skills as their most important needs (53.9%), followed by developing better study skills and habits (52.6%) and third, improving basic math skills (48.3%). Whites chose developing better study skills and habits by 31.5%, improving basic math skills by 27.1% and speed reading by 26.7% as being very important to them. When the percentages of the responses from the "Very Important" column were combined with the response percentages in the "Important" column, the minority respondents' needs in basic study, reading, writing, and math skills were substantially greater (88%, 86%, and 85%, respectively) in proportion to the study, speed reading and math skills needs of the White respondents (71.5%, 68.9%, and 64.7%, respectively).

Asian, Black, and Native American respondents considered study skills to be most important with 81.3%, 89.1%, and 85.3%, respectively, choosing either the "Important" or "Very Important" columns. Latinos and E.S.L. students considered basic reading and writing to be their most important need with 91.2% and 87.8%, respectively, choosing the "Important" or "Very Important" categories.

More minorities (17.6%) than Whites (8.3%) felt it was "Very Important" to obtain special assistance in getting into non-traditional careers. In addition, 27.1% of the minority respondents felt that they needed to talk to instructors about their progress (Whites = 16.5%) and 37.2% felt it was "Very Important" to talk to instructors about jobs, etc. (Whites = 25.8%).

Table M/C 4a — Question No. 16 (MINORITY) T=873:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Improve basic reading and writing skills	814	93.2	439	53.9	262	32.2	97	11.9	16	2
Improve basic math skills	813	93.1	393	48.3	294	36.2	111	13.7	15	1.8
Develop better study skills and habits	806	92.3	424	52.6	285	35.4	84	10.4	13	1.6
Speed reading	791	90.6	304	38.4	321	40.6	123	15.5	43	5.4
Take a Saturday family reading program (to improve basic reading skills)	747	85.6	65	8.7	207	27.7	325	43.5	150	20.1
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	779	89.2	155	19.9	332	42.6	198	25.4	94	12.1
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	779	89.2	182	23.4	306	39.3	217	27.9	74	9.5
Take a class in how to use the library	779	89.2	74	9.5	322	41.3	333	42.7	50	6.4
Take a career planning class	761	87.2	163	21.4	342	44.9	206	27.1	50	6.6
Make use of a career education center or career library	768	88	129	16.8	366	47.7	191	24.9	82	10.7
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	778	89.1	137	17.6	214	27.5	326	41.9	101	13
Talk with my instructors on a regular basis outside of class to discuss my progress	781	89.5	212	27.1	391	50.1	138	17.7	40	5.1
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	793	90.8	295	37.2	345	43.5	116	14.6	37	4.7

Table M/C 4b — Question No. 16 (CAUCASIAN) T=630
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	602	95.6	159	26.4	215	35.7	220	36.5	8	1.3
Improve basic math skills	598	94.9	162	27.1	225	37.6	193	32.3	18	3.0
Develop better study skills and habits	600	95.2	189	31.5	240	40	158	26.3	13	2.2
Speed reading	606	96.2	162	26.7	256	42.2	165	27.2	23	3.8
Take a Saturday family reading program (to improve basic reading skills)	581	92.2	22	3.8	61	10.5	434	74.7	64	11.0
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	602	95.6	79	13.1	209	34.7	246	40.9	68	11.3
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	592	94.0	65	11.0	178	30.1	304	51.4	45	7.6
Take a class in how to use the library	594	94.3	33	5.6	156	26.3	379	63.8	26	4.3
Take a career planning class	594	94.3	70	11.8	182	30.6	305	51.3	37	6.2
Make use of a career education center or career library	595	94.4	68	11.4	227	38.2	244	41.0	56	9.4
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	592	94.0	49	8.3	80	13.5	409	69.1	54	9.1
Talk with my instructors on a regular basis outside of class to discuss my progress	601	95.4	99	16.5	253	42.1	200	33.3	49	8.2
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	598	94.9	154	25.8	251	42.0	158	26.4	35	5.6

Table M/C 4c — Question No. 16 (ASIAN) T=165:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	158	95.8	74	46.8	53	33.5	26	16.5	5	3.2
Improve basic math skills	156	94.5	55	35.3	52	33.3	43	27.6	6	3.8
Develop better study skills and habits	155	93.9	60	38.7	66	42.6	26	16.8	3	1.9
Speed reading	154	93.3	54	35.1	64	41.6	29	18.8	7	4.5
Take a Saturday family reading program (to improve basic reading skills)	144	87.3	12	8.3	32	22.2	70	48.6	30	20.8
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	150	90.9	23	15.3	59	39.3	42	28.0	26	17.3
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	152	92.1	27	17.8	59	38.8	49	32.2	17	11.2
Take a class in how to use the library	150	90.9	10	6.7	65	43.3	67	44.7	8	5.3
Take a career planning class	151	91.5	22	14.6	76	50.3	44	29.1	9	6.0
Make use of a career education center or career library	151	91.5	15	9.9	74	49.0	46	30.5	16	10.6
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	151	91.5	11	7.3	50	33.1	65	43.0	25	16.6
Talk with my instructors on a regular basis outside of class to discuss my progress	151	91.5	22	14.6	82	54.3	35	23.2	12	7.9
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	153	92.7	41	26.8	74	48.4	28	18.3	10	6.5

Table M/C 4d — Question No. 16 (BLACK) T=572:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	531	92.8	294	55.4	170	32.0	59	11.1	8	1.5
Improve basic math skills	534	93.4	282	52.8	194	36.3	50	9.4	8	1.5
Develop better study skills and habits	528	92.3	300	56.8	176	33.0	44	8.3	8	1.5
Speed reading	520	90.9	201	38.7	213	41.0	75	14.4	31	6.0
Take a Saturday family reading program (to improve basic reading skills)	488	85.3	44	9.0	136	27.0	213	43.6	95	19.5
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	512	89.5	106	20.7	224	43.8	133	26.0	49	9.6
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	504	88.1	129	25.6	194	38.5	139	27.6	42	8.3
Take a class in how to use the library	509	89.0	50	9.8	211	41.5	219	43.0	29	5.7
Take a career planning class	493	86.2	122	24.7	215	43.6	128	26.0	28	5.7
Make use of a career education center or career library	499	87.2	95	19.0	241	48.3	117	23.4	46	9.2
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	505	88.3	99	19.6	142	28.1	209	4.4	55	10.9
Talk with my instructors on a regular basis outside of class to discuss my progress	512	89.5	157	30.7	253	49.4	81	15.8	21	4.1
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	517	90.4	212	41.0	219	42.4	66	12.8	20	3.9

Table M/C 4e — Question No. 16 (NATIVE AMERICAN) T=38:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	34	89.5	13	38.2	14	41.2	7	20.6	0	.0
Improve basic math skills	34	89.5	12	35.3	16	47.1	6	17.6	0	.0
Develop better study skills and habits	34	89.5	17	50.0	12	35.3	5	14.7	0	.0
Speed reading	33	86.8	12	36.4	10	36.3	11	33.3	0	.0
Take a Saturday family reading program (to improve basic reading skills)	32	84.2	1	3.1	8	25.0	17	53.1	6	18.8
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	36	94.7	6	16.7	16	44.4	9	25.0	5	13.9
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	35	92.1	10	28.6	12	34.3	8	22.9	5	14.3
Take a class in how to use the library	33	86.8	5	15.2	10	303	3	39.4	5	15.2
Take a career planning class	31	81.6	2	6.5	12	38.4	11	35.5	6	19.4
Make use of a career education center or career library	34	89.5	7	20.6	12	35.3	9	26 5	6	17.6
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	35	92.1	6	17.1	10	28.6	13	37.1	6	17.1
Talk with my instructors on a regular basis outside of class to discuss my progress	35	92.1	13	37.1	14	40.0	7	20.0	1	2.9
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	36	94.7	14	38.9	14	38.9	6	16.7	2	5.6

Table M/C 4f — Question No. 16 (LATINO) T=98
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	91	92.9	58	63.7	25	27.5	5	5.5	3	3.3
Improve basic math skills	89	90.8	44	49.4	32	36.0	12	13.5	1	1.1
Develop better study skills and habits	89	90.8	47	52.8	31	34.8	9	10.1	2	2.2
Speed reading	84	85.7	37	44.0	34	40.5	8	9.5	5	6.0
Take a Saturday family reading program (to improve basic reading skills)	83	84.7	8	9.6	31	37.3	25	30.1	19	22.9
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	81	82.7	20	24.7	33	40.7	14	17.3	14	17.3
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	88	89.8	16	18.2	41	46.6	21	23.9	10	11.4
Take a class in how to use the library	87	88.8	9	10.3	36	41.4	34	39.1	8	9.2
Take a career planning class	86	87.8	17	19.8	39	45.3	23	26.7	7	2.1
Make use of a career education center or career library	84	85.7	12	14.3	39	46.4	19	22.6	14	16.7
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	87	88.8	21	24.1	12	13.8	39	44.8	15	17.2
Talk with my instructors on a regular basis outside of class to discuss my progress	3	84.7	20	24.1	42	50.6	15	18.1	6	7.2
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	87	88.8	28	32.2	38	43.7	16	18.4	5	5.7

Table M/C 4g — Question No. 16 (E.S.L.) T=255
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	238	93.3	140	58.8	69	29.0	22	9.2	7	2.9
Improve basic math skills	231	90.6	103	44.6	79	34.2	40	17.3	9	3.9
Develop better study skills and habits	228	89.4	99	43.4	88	38.6	32	14.0	9	3.9
Speed reading	225	88.2	95	42.2	87	38.7	31	13.8	12	5.3
Take a Saturday family reading program (to improve basic reading skills)	209	82.0	16	7.7	57	27.3	89	42.6	47	22.5
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	221	86.7	40	18.1	87	39.4	56	25.3	38	17.2
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	225	88.2	38	16.9	91	40.4	72	32.0	24	10.7
Take a class in how to use the library	219	85.9	25	11.4	93	42.5	83	37.9	18	8.2
Take a career planning class	222	87.1	39	17.6	89	40.1	76	34.2	18	8.1
Make use of a career education center or career library	222	87.1	33	14.9	101	45.5	59	26.6	29	13.1
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	222	87.1	31	14.0	57	25.7	101	45.5	33	14.9
Talk with my instructors on a regular basis outside of class to discuss my progress	225	88.2	52	23.1	113	50.2	42	20.0	15	6.7
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	229	89.8	68	29.7	107	46.7	41	17.9	13	5.7

Counseling Needs (Refer to Tables M/C-5a and M/C-5b)

An average of 88.2% of the minority students and 93.4% of the White students responded to the items related to counseling needs. The response choices were not mutually exclusive and therefore students responded to as many items as they felt necessary. The response items in the question were related to counselor availability and function, and counselors with special training or characteristics.

Availability. When the "Important" and "Very Important" columns are combined, more than 60% of the minority respondents (Whites = 40%) felt that counselors should be available in the evenings and almsot 46% of the minority students (Whites = 24.1%) indicated that counselors should be available on Saturdays.

Function. Minority students expressed a greater need than White students for all functions that counselors normally perform. When the "Very Important" and "Important" percentages were combined, 88.5% of the minority respondents had a need to talk with a counselor to help plan classes while 70% of the Whites expressed the same need. Nearly 76% of the minorities had a need for counseling advice regarding transfer to a four-year institution while 57.8% of the Whites answered similarly. In general, minority students expressed substantially greater counseling needs than did White respondents.

Special Training or Characteristics. Minority students expressed a greater need for talking with trained peer counselors than did White students (53.2% and 25.8%, respectively). While there was no great difference between minorities and Whites with regard to preference for a male or female counselor, there was a substantially larger proportion of minorities (44.2%) who preferred to talk with a minority counselor as compared with 7.8% of the Whites who had the same preference.

Table MC5a — Question No. 18 (MINORITY) T=873:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Have counselors available in the evenings	794	91	200	25.2	283	35.6	238	30	73	9.2
Have counselors available on Saturdays	772	88.4	111	14.4	243	31.5	310	40.2	108	14.0
Talk with a counselor to help me plan the classes I should take	804	92.1	409	50.9	302	37.6	76	9.5	17	2.1
Talk with a counselor to help me with my plans to transfer to a four-year college	794	91	396	49.9	206	25.9	156	19.6	36	4.5
Talk with a counselor for personal reasons	770	88.2	130	16.9	221	28.7	360	46.8	59	7.7
Talk with a counselor who is specially trained to work with disabled students	764	87.5	143	18.7	158	20.7	377	49.8	86	11.3
Take an interest, aptitude, I.Q. or diagnostic test	774	88.7	155	20	306	38.8	252	32.6	67	8.7
Have someone help me to learn to study better	785	89.9	264	33.6	299	38.1	193	24.6	29	3.7
Talk with a student who has been trained as a peer counselor	769	88.1	125	16.3	284	36.9	289	37.6	71	9.2
Prefer to talk with a male counselor	750	85.9	83	11.1	168	22.4	361	48.1	138	18.4
Prefer to talk with a female counselor	735	84.2	86	11.7	191	26	316	43	142	19.3
Prefer to talk with a minority counselor	727	83.3	146	20.	176	24.2	290	39.9	115	15.8
Prefer not to talk with any counselor	152	17.4	147	96.7	3	2	2	1.3		
Why not?										

Table MC-5b — Question No. 18 (CAUCASIAN) T=630:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	598	94.9	82	13.7	157	26.3	312	52.2	47	7.9
Have counselors available on Saturdays	590	93.7	39	6.6	103	17.5	390	66.1	58	9.8
Talk with a counselor to help me plan the classes I should take	599	95.1	185	30.9	234	39.1	166	27.7	14	2.3
Talk with a counselor to help me with my plans to transfer to a four-year college	597	94.8	181	30.3	164	27.5	227	38	25	4.2
Talk with a counselor for personal reasons	588	93.3	45	7.7	116	19.7	396	67.3	31	5.3
Talk with a counselor who is specially trained to work with disabled students	591	93.8	27	4.6	49	8.3	477	80.7	38	6.4
Take an interest, aptitude, I.Q. or diagnostic test	597	94.8	76	12.7	176	29.5	309	51.8	36	6
Have someone help me to learn to study better	591	93.8	72	12.2	165	27.9	314	53.1	40	6.8
Talk with a student who has been trained as a peer counselor	589	93.5	29	4.9	123	20.9	391	66.4	46	7.8
Prefer to talk with a male counselor	578	91.7	33	5.7	81	14	348	60.2	116	20.1
Prefer to talk with a female counselor	581	92.2	53	9.1	76	13.1	336	57.9	116	20
Prefer to talk with a minority counselor	560	88.9	8	1.4	36	6.4	422	75.4	94	16.8
Prefer not to talk with any counselor	70	11.1	67	95.7	—	—	2	2.9	1	1.4
Why not?										

The Need to Rap

More minority respondents (16.8%) felt a need to rap more in classes than they presently were doing as compared with 10.8% of the White respondents. Also, minorities had a greater need for student activities (clubs) than did White students (15.2% and 9.2%, respectively). All other categories in this question yielded more similarities than differences.

General Opinions

More minorities were aware of the due process/grievance procedures than Whites although an overwhelming majority of both groups were unaware of the procedures (minority = 68.9%; White = 77.8%). Over 92% of the minority and 90% of the White students thought that requirements for the A.A. degree, information about prerequisites, and transferability of courses should be printed in the Schedule of Classes.

In general, both minority and White respondents seemed to be satisfied with the College's grading policy and class attendance policy.

Housing Referral Service

Over 95% of both groups responded to the question related to a housing referral service. A substatially larger proportion of minority respondents (67.3%) than Whites (37.3%) indicated they would make use of such a service.

Child Care

Over 89% of the minorities and 97% of the Whites responded to the question related to the need for child care. Of the respondents, 85.3% of the minority students and 90.3% of the White students indicated a need.

Minority students had a greater need than Whites for child care for morning classes only, and Whites had a greater need for child care for afternoon and late afternoon classes only. Both groups had about the same need for all-day services.

Of 393 (45%) responses, 25 (6.4%) minority students indicated they were presently using the Child Care Center. Of the 204 (32.4%) White respondents, six (2.9%) were presently using the Child Care Center.

When asked why they were not using the Child Care Center, the majority of the minority students (69.9% of 216) and White students (66% of 94) checked "other". (A summary of responses to "other" for all survey respondents is located on page 23.) Thirty (13.9% of 216) minority students and 13 (13.8% of 94) White students didn't know about the services, 16 minority (7.4%) and three White (3.2%) students did not qualify because they applied too late, and 19 minority (8.8%) and 16 White (17%) students did not qualify because their income was too high.

Of 329 minority and 175 White respondents, 145 (44.1%) of the minorities and 52 (29.7%) of the Whites would make use of a referral service for off-campus child care.

Employment Needs (Refer to Tables M/C-6a, 6b, 7a, 7b)

Of the 800 minority and 613 White respondents, 486 (60.8%) of the minorities and 219 (35.7%) of the Whites needed assistance in finding a job while they attended the College. Of the 483 minority respondents, 341 (70.6%) preferred a part-time job and 142 (29.4%) preferred a full-time job. Of the 214 White respondents, 164 (76.6%) would prefer a part-time job while 50 (23.4%) would prefer full-time work.

More minority students (65.6% of 805 respondents) than White students (40.1% of 611 respondents) thought they would need assistance in finding a job after completing their studies at the College. Twenty-one percent of the minority respondents and 12.9% of the White respondents indicated they would prefer a part-time job and 40.7% of the minorities indicated they would prefer a full-time job, as compared with 23% of the White respondents. More minority (29.7%) than White (18.1%) respondents expected to find jobs related to their area of study at the College. One hundred and four (11.9%) of the minority respondents and 42 (6.7%) of the White respondents expected their instructors to help them find jobs. More minority (22.3%) students than White (11%) students expected the College Placement Office to help them find jobs.

Table M/C 6a — Question No. 23a (MINORITY) T=873:
NEED FOR EMPLOYMENT ASSISTANCE WHILE CURRENTLY ENROLLED

Question/Response	R	P	N	R%
Do you need assistance in finding a job while you are enrolled at the College of Alameda	800	91.6	—	—
YES	—	—	486	60.8
NO	—	—	314	39.3
If YES, please check one of the following:	483	55.3	—	—
I would prefer a part-time job	—	—	341	70.6
I would prefer a full-time job	—	—	142	29.4

Table M/C-6b — Question No. 23a (CAUCASIAN) T=630:
NEED FOR EMPLOYMENT ASSISTANCE WHILE CURRENTLY ENROLLED

Question/Response	R	P	N	R%
Do you need assistance in finding a job while you are enrolled at the College of Alameda	613	97.3	—	—
YES	—	—	219	35.7
NO	—	—	394	64.3
If YES, please check one of the following:	214	34.0	—	—
I would prefer a part-time job	—	—	164	76.6
I would prefer a full-time job	—	—	50	23.4

Table M/C-7a — Question No. 23b (MINORITY) T=873:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	803	92	—	—
YES	—	—	527	65.6
NO	—	—	276	34.4
If YES, please check as many as apply:				
I would prefer a part-time job	181	20.7	—	—
I would prefer a full-time job	355	40.7	—	—
I expect to find a job related to my area of study at the College of Alameda	259	29.7	—	—
I expect my instructors to help me find a job	104	11.9	—	—
I expect the College Placement Office to help me find a job	195	22.3	—	—
Other comments	23	2.6	—	—

Table M/C-7b — Question No. 23b (CAUCASIAN) T=630:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	611	97	—	—
YES	—	—	245	40.1
NO	—	—	366	59.9
If YES, please check as many as apply:				
I would prefer a part-time job	81	12.9	—	—
I would prefer a full-time job	145	2.3	—	—
I expect to find a job related to my area of study at the College of Alameda	114	18.1	—	—
I expect my instructors to help me find a job	42	6.7	—	—
I expect the College Placement Office to help me find a job	69	1.1	—	—
Other comments	29	4.9	—	—

Financial Aid (Refer to Tables M/C-8a, 8b, 9a, 9b, 10a, 10b, 11a, 11b)

An average of 88.5% of the minority survey population and 95.5% of the White population responded to the question related to the need for financial assistance. In general, minority students indicated a substantially greater need for financial assistance than did White respondents. Financial assistance for books and supplies, as well as for other expenses such as housing, dental, medical care, etc. appeared to be the greatest need for both groups, although substantially more so for minority students.

When asked if they applied for financial assistance at the College, 52.1% of the 792 minority respondents and 21% of the 609 White respondents said "Yes".

When asked what happened if they received financial aid later than needed, 30.8% of the minority respondents had to borrow money for books and supplies while only 8.1% of the White students did the same. Also, 20% of the minorities said they could not buy books and supplies when needed while 6.3% of the White respondents were similarly unable to purchase their books and supplies.

When asked why they were not receiving financial aid from the College, the response most frequently given (20.5% for minority students and 55.7% for White students) was, "I do not need financial assistance."

Table M/C-8a — Question No. 24a (MINORITY) T=873:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	810	92.8	508	62.7	122	15.7	175	21.6
Financial assistance for meals on campus	760	87.1	310	40.8	141	18.6	309	40.7
Financial assistance for transportation to and from campus	760	87.1	343	45.1	141	18.6	276	36.3
Financial assistance for other expenses such as housing, dental, medical care, etc.	758	86.8	356	47.0	153	20.2	249	32.8

Table M/C-8b — Question No. 24a (CAUCASIAN) T=630:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	606	96.2	138	22.8	86	14.2	382	63.0
Financial assistance for meals on campus	601	95.4	65	10.8	50	8.3	486	80.9
Financial assistance for transportation to and from campus	597	94.8	64	10.7	74	12.4	459	76.9
Financial assistance for other expenses such as housing, dental, medical care, etc.	603	95.7	123	20.4	67	11.1	413	68.5

Table M/C 9a — Question No. 24b (MINORITY) T= 873 R= 792 P= 90.7:
HAVE YOU APPLIED FOR FINANCIAL ASSISTANCE AT THE COLLEGE OF ALAMEDA?

Response	N	R%
NO	379	47.9
YES	413	52.1

Table M/C 9b — Question No. 24b (CAUCASIAN) T= 630 R= 609 P= 96.7:
HAVE YOU APPLIED FOR FINANCIAL ASSISTANCE AT THE COLLEGE OF ALAMEDA?

Response	N	R%
NO	481	79.0
YES	128	21.0

Table M/C-10a — Question No. 24c (MINORITY) T=873:
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	R	P
Had to borrow money for books and supplies	269	30.8
Had to drop one or more classes	82	9.4
Could not buy books and supplies when needed	175	20.0
Nothing happened	75	8.6
Other	35	4.0

Table M/C-10b — Question No. 24c (CAUCASIAN) T=630:
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	R	P
Had to borrow money for books and supplies	51	8.1
Had to drop one or more classes	5	.8
Could not buy books and supplies when needed	40	6.3
Nothing happened	28	4.4
Other	23	3.7

Table M/C-11a — Question No. 24d (MINORITY) T=873:
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	R	P
I do not need financial assistance	179	20.5
I applied for financial assistance but didn't qualify for it	66	7.6
I applied for financial assistance but my application was late. (Applied after September 15)	68	7.8
I applied for financial assistance but there were no more funds available	38	4.4
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	74	8.5
I was interested in applying, but I could not find anyone who would help me fill out the forms	63	7.2
Other	71	8.1

Table M/C-11b — Question No. 24d (CAUCASIAN) T=630:
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	R	P
I do not need financial assistance	351	55.7
I applied for financial assistance but didn't qualify for it	24	3.8
I applied for financial assistance but my application was late. (Applied after September 15)	13	2.1
I applied for financial assistance but there were no more funds available	3	.5
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	59	9.4
I was interested in applying, but I could not find anyone who would help me fill out the forms	27	4.3
Other	76	12.1

Extra-Curricular Activities (Refer to Tables M/C-12a and 12b)

A substantially larger proportion of minority (60.8%) than White (35.9%) respondents said they would like to participate in extra-curricular activities.

Table M/C-12a — Question No. 26 (MINORITY) T=873:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	R	P
Clubs and organizations	207	23.7
Student government	97	11.1
Intercollegiate athletics	145	16.6
On-campus recreational activities	110	12.6
I am not interested in extra-curricular activities	342	39.2

Table M/C-12b — Question No. 26 (CAUCASIAN) T=630:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	R	P
Clubs and organizations	115	18.3
Student government	35	5.6
Intercollegiate athletics	57	9.0
On-campus recreational activities	61	9.7
I am not interested in extra-curricular activities	404	64.1

Facilities (Refer to Tables M/C-13a and 13b)

Generally, minorities indicated that they would make greater use of all the facilities listed in the question than would White respondents. For example, 86.3% of the 804 minorities would make use of a quiet place to study other than the library as compared to 69.4% of the 588 Whites.

Table M/C-13a — Question No. 27 (MINORITY) T=873:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

			YES		NO	
Facility	R	P	N	R%	N	R%
A quiet place to study (other than the library)	804	92.1	694	86.3	110	13.7
A place to meet other people	695	79.6	480	69.1	215	30.9
A men's resource center	565	64.7	204	36.1	361	63.9
A women's resource center	605	69.3	318	52.6	287	47.4
A place to meditate	646	74.0	339	52.5	307	47.5
A place to relax between classes	759	86.9	652	85.9	107	14.1

Table M/C 13b — Question No. 27 (CAUCASIAN) T=630:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

			YES		NO	
Facility	R	P	N	R%	N	R%
A quiet place to study (other than the library)	588	93.3	408	69.4	180	30.6
A place to meet other people	555	88.1	293	52.8	262	47.2
A men's resource center	486	77.1	89	18.3	397	81.7
A women's resource center	503	79.8	173	34.4	330	65.6
A place to meditate	516	81.9	159	30.8	357	69.2
A place to relax between classes	585	92.9	419	71.6	166	28.4

Supplemental Learning Aids (Refer to Table M/C-14a and 14b)

An average of 83.6% of the minority and 91.1% of the White students responded to the question concerning supplemental learning aids. The minority students expressed a greater interest in all of the supplemental learning aids than did the White students. Both groups indicated the "Use of instructional media (T.V., tapes, films, etc.)" as the most important supplemental learning aid (minority = 75.9%; White = 63.4%). The second most important aid for minorities (74%) was "Instructional T.V. or video tape (in the classroom)" and the second most important aid for White (62.7%) was "Short courses".

Table M/C-14a — Question No. 28 (MINORITY) T=873:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	778	89.1	576	74.0	76	9.8	126	16.2
Individualized self-paced courses	720	82.5	480	66.7	123	17.1	117	16.3
Short courses	695	79.6	465	66.9	116	16.7	114	16.4
Special workshops	726	83.2	528	72.7	93	12.8	105	14.5
Televised classes (shown on TV in your home)	729	83.5	475	65.2	138	18.9	116	15.9
Use of instructional media (TV, tapes, films, etc.)	729	83.5	553	75.9	64	8.8	112	15.4

Table M/C-14b — Question No. 28 (CAUCASIAN) T=630:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	595	94.4	310	52.1	99	16.6	186	31.3
Individualized self-paced courses	573	91.0	324	56.5	133	23.2	116	20.2
Short courses	577	91.6	362	62.7	109	18.9	106	18.4
Special workshops	579	91.9	356	61.5	106	18.3	117	20.2
Televised classes (shown on TV in your home)	572	90.8	251	43.9	174	30.4	147	25.7
Use of instructional media (TV, tapes, films, etc.)	577	91.6	366	63.4	73	12.7	138	23.9

Learning Assistance Programs (Refer to Tables M/C-15a and 15b)

With the exception of "an independent individualized program (with little or no supervision)" minority students expressed a greater interest in all of the learning assistance programs than did White students. Both groups gave the most frequent responses to "one-to-one tutoring in a specific academic area of study" Minority = 54.9%; White = 37%) and small group tutoring (with others who have similar needs)" (minority = 44.8%; White = 28.9%).

Table M/15a — Question No. 29 (MINORITY) T=873:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	479	54.9
One-to-one tutoring in an occupational area (automotive, etc.) of study	246	28.2
A personalized survival skills program (to improve basic reading and math skills) with close supervision	390	44.7
An independent individualized program (with little or no supervision)	181	20.7
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	338	38.7
Small group tutoring (with others who have similar needs)	391	44.8
Other	16	1.8

Table M/C-15b — Question No. 29 (CAUCASIAN) T=630:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	233	37.0
One-to-one tutoring in an occupational area (automotive, etc.) of study	120	19.0
A personalized survival skills program (to improve basic reading and math skills) with close supervision	134	21.3
An independent individualized program (with little or no supervision)	147	23.3
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	131	20.8
Small group tutoring (with others who have similar needs)	182	28.9
Other	17	2.7

SUMMARY

Demographic and Other Characteristics

Over half (50.5%) of the 873 minorities surveyed were between the ages of 16 and 21 years old while only a third of them (32.8%) were 25 years of age or older. Whites on the other hand were older, with over half (51.4%) of the 630 surveyed being 25 years of age or older and only a third (33.7%) indicating they were between 16 and 21 years old.

Both minorities and Whites had the same proportion of women to men, about 57% to 43%, respectively.

Blacks represented 36.3% of those students surveyed, while there were 11.2% Latinos, 10.5% Asians, 2.4% Native Americans, and 40% White students.

While only 6% of the White respondents and 20% of the minority respondents learned English as a second language, the vast majority of the E.S.L. respondents were Latino (57.7%) and Asian (63%).

Nearly one-fifth (19.1%) of the minority respondents were veterans as compared to almost one-quarter (24.7%) of the White respondents.

There were more minority respondents who considered themselves having severe learning problems (7.5% of the 849 minority respondents) than Whites who perceived the same problem (1.6%).

Slightly over 62% of the White respondents and 54% of the minorities were continuing students. Slightly over 60% of the minority respondents were enrolled in 12 or more units while 56.5% of the Whites were full-time students.

Latino students had the largest proportion (47.4%) of the respondents indicating first time enrollment than any other minority group, and Black respondents comprised the largest single group of full-time students with almost 65% of the Black students falling into this category.

Most minority respondents chose to attend the College of Alameda because of the quarter system, while most White respondents chose to attend because of the College's proximity to their homes.

While the same proportion of minority and White respondents (24%) wanted to earn an A.A./A.S. degree and transfer to a four-year institution, almost 25% of the minority respondent indicated a desire to earn a two-year degree or certificate of completion in an occupational program compared to 17.6% of the White respondents.

Instructional Needs

Minorities and Whites differed somewhat in their priorities of instruction. Minority respondents chose the improvement of basic reading and writing skills as the most important instructional need (53.9%), followed by development of better study skills and habits (52.6%) and third, improvement of basic math skills (48.3%). White respondents chose the development of better study skills and habits by 31.5%, improvement of basic math skills by 27.1% and speed reading by 26.7% as being very important to them.

While both minority and White respondents indicated that they would make use of a variety of supplemental learning aids such as video tape and special workshops, the expressed interest of minorities was at least ten percentage points higher in most categories than White expressed interest. The same was true with regard to learning assistance programs, i.e. minorities had a higher interest in programs such as one-to-one tutoring (minorities = 44.7%; Whites = 21.3%).

Support Service Needs

More than 60% of the minority respondents (Whites = 40%) thought that it was important that counselors should be available in the evenings and nearly 90% of the minority respondents (White = 70%) had a need to talk with a counselor to help plan classes.

Slightly over 44% of the minority respondents would prefer to talk with a minority counselor as compared with 7.8% of the Whites who had the same preference.

Almost 80% of the minority respondents (White = 37%) indicated that financial assistance for books and supplies was important. Again, a substantially larger proportion of minority respondents (67.3%) than Whites (37.3%) indicated they would make use of a housing referral service and 14.7% of the minority respondents compared to 9.7% of the Whites indicated a need for child care.

Nearly two-thirds (64.3%) of the minority respondents (Whites = 39.3%) needed assistance in finding a job while they were enrolled at the College, and more minorities (29.4%) would prefer a full-time job (Whites = 23.4%). Over 65% of the minority respondents (Whites = 40%) thought they would need assistance in finding a job after they completed their studies at the College.

More Whites (64.1%) than minority respondents (39.2%) were not interested in any form of extra-curricular activity and over 86% of the minority respondents (Whites = 69.4%) indicated that they would make use of a quiet place to study other than the library.

Other

More minority respondents (31.1%) than Whites (22.2%) were aware of the due process/grievance procedures. Most minority (89%) and Whites (87%) were satisfied with the grading policy, and most were satisfied with the class attendance policy (minority = 83.9%; and White = 81.4%).

NEW/CONTINUING STUDENTS

(Linda Medsker)

Population

The combined new and continuing student populations represent 1526 respondents, or 94.4% of the total Educational Needs Assessment sample of 1615 students.

Of the 1526 respondents in these two categories, 593 had not previously been enrolled at the College of Alameda and were defined as "new". The 933 "continuing" respondents were those who had completed one or more quarters at the College at the time of the survey.

Unless otherwise indicated, 90% or more of the students in each group responded to each of the questionnaire items discussed in the following narrative.

Age (Refer to Table NC-1)

New students tended to be younger than the continuing students. Nearly 25% of the new students fell into the 16-18 age range, as compared with 4.8% of the continuing students. Over 51% of the new students were age 21 or younger, whereas only 37.7% of the continuing respondents were age 21 or younger. Percentages were consistently higher for continuing than for new respondents throughout the middle and older age ranges.

Table NC-1 — Question No. 1 (NEW/CONTINUING)
New: T=593 R=582 P=98.1 Continuing: T=933 R=917 P=98.3
HOW OLD ARE YOU?

Age	NEW N	NEW R%	CONTINUING N	CONTINUING R%
16 - 18	143	24.6	44	4.8
19 - 21	157	27.0	302	32.9
22 - 24	88	15.1	152	16.6
25 - 27	56	9.6	116	12.6
28 - 34	69	11.9	144	15.7
35 - 41	33	5.7	65	7.1
42 - 49	15	2.6	52	5.7
50 or older	21	3.6	42	4.6

Sex

The new student population contained considerably more females (61.1%) than males (38.9%). The continuing student population was 46% male and 54% female.

Ethnic Composition (Refer to Table NC-2)

A larger proportion of ethnic minorities were represented in the new (58.8%) than in the continuing (51.7%) populations. Specific differences between the populations of the new and continuing respondents are seen in Table NC-2.

Table NC-2 — Question No. 3 (NEW/CONTINUING)
New: T=593 R=578 P=97.5 Continuing: T=933 R=910 P=97.5
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	NEW N	NEW R%	CONTINUING N	CONTINUING R%
American Indian/Native American	13	2.2	23	2.5
Black/Afro-American	210	36.3	314	34.5
Chicano/Latin American	46	8.0	46	5.1
Oriental/Asian American	71	12.3	87	9.6
White/Caucasian	218	37.7	390	43.9
Other (Please specify: _____)	20	3.5	50	5.5

English as a Second Language

There was little difference between new and continuing respondents in the representation of students who first learned to speak a language other than English. Only 16.8% of the new students and 15.9% of the continuing students fell into this category.

Veterans

The percentage of veterans in the continuing student population (27.5%) was over twice as large as in the new student population (11.8%). The percentage of veteran students in the total Educational Needs Assessment survey population was 21.3%.

Students with Disabling Conditions, Recurrent Health Problems, or Severe Learning Problems

Thirty-eight (6.4%) of the new students and 81 (8.7%) of the continuing students indicated they had a disabling condition or recurrent health problem. Forty (6.8%) of the new respondents and 42 (4.6%) of the continuing respondents said they had a severe learning problem. Of the 78 new students who indicated they had a disabling condition, recurrent health problem, or severe learning problem, 34 stated that their activities were limited by the condition or problem. Fifty-one of the 123 continuing students who responded to the question indicated that their activities were limited by their disabling conditions, recurrent health problems or severe learning problems.

Enrollment Status

Of the 933 continuing students, 157 (16.8%) had completed one quarter at the College of Alameda, 308 (33%) had completed two or three quarters, 285 (30.5%) had completed four to six quarters, and 183 (19.6%) had completed more than six quarters.

Slightly over 27% of the continuing students stated they had not been enrolled at any high school or college during the past five years. This percentage seems inordinately high for continuing students, unless they interpreted the question to mean any high school or college other than the College of Alameda. It is also possible that some of the continuing students had completed one or more quarters at the College prior to the Fall of 1972 and did not return until Fall of 1977. Of the new students, 19.2% had not been enrolled at any high school or college during the past five years.

The percentage of full-time students was slightly higher for continuing than for new respondents. Of the new students, 17.9% were enrolled in 1-5 units, 9.6% were enrolled in 6-8 units, 14.7% were enrolled in 9-11 units, and 57.7% were enrolled in 12 or more units. Of the continuing students, 11.1% were enrolled in 1-5 units, 7.6% were enrolled in 6-8 units, 18.2% were enrolled in 9-11 units, and 63.1% were enrolled in 12 or more units.

Reasons for Coming to the College of Alameda (Refer to Table NC-3)

The response choices represented in Table NC-3 were not mutually exclusive. Students could and did respond to more than one part of the question. Please refer to the Key to Tables, page 11 , for a detailed explanation of the difference between mutually exclusive and non-mutually exclusive questions.

The proximity of the College to the respondents' residences, low cost, preference of the quarter system to the semester system, and the intention to enroll in a specific occupational program received the greatest number of responses from both new and continuing students. Although the percentage was relatively low (new = 6.6%; continuing = 13.5%) note that the proximity of the College to the respondents' place of employment was twice as great for continuing than for new students. Note, too, that a greater percentage of new than continuing students cited the advice of high school counselors or teachers and parental influence as reasons for coming to the College.

Table NC-3 — Question No. 10 (NEW/CONTINUING) New: T=593 Continuing: T= 933
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	NEW R	NEW P	CONTINUING R	CONTINUING P
Low cost	204	34.4	389	41.7
College of Alameda is close to where I live	219	36.9	445	47.7
Prefer the quarter system to the semester system	185	31.2	412	44.2
My friends were enrolled or planning to enroll	45	7.6	37	4.0
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	174	29.3	315	33.8
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	75	12.6	165	17.7
The size of the campus	39	6.6	92	9.9
The atmosphere of the College	82	13.8	172	18.4
Wasn't sure what else to do	32	5.4	65	7.0
Couldn't find a job so decided to go to school	70	11.8	91	9.8
Didn't qualify for admission to a four-year college	57	9.6	81	8.7
College of Alameda is close to where I work	39	6.6	126	13.5
Advice of my friends	54	9.1	43	4.6
Advice of a high school counselor or teacher	45	7.6	36	3.9
My parents wanted me to attend	41	6.9	34	3.6
To test my ability to do college work	106	17.9	212	22.7
Didn't have anything better to do	30	5.1	50	5.4
Other	121	20.4	134	14.4

Degree or Other Objectives (Refer to Table NC-4)

Although there wasn't much difference between the percentages of new (37.5%) and continuing (38.1%) students who planned to transfer to a four-year college or university, a greater percentage of new than continuing students planned to transfer without obtaining an AA or AS degree.

Four percent more of the new than the continuing students were taking classes for enjoyment, to help them on the job, or to improve basic language or math skills, and they did not plan to earn a degree or transfer.

Four percent more of the continuing than the new students planned to earn a degree or certificate in an occupational program and two percent more of the continuing than new students planned to earn an AA or AS degree in an academic area without transferring to a four-year college or university.

Table NC-4 — Question No. 11 (NEW/CONTINUING)
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	NEW T=593 R=585 P=98.7 N	NEW R%	CONTINUING T=933 R=923 P=98.9 N	CONTINUING R%
Take classes I would enjoy, with no particular degree in mind	78	13.3	94	10.2
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	101	17.3	163	17.7
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.)	110	18.8	211	22.9
Earn an A.A. or A.S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	20	3.4	50	5.4
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	125	21.4	244	26.4
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	94	16.1	108	11.7
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	22	3.8	23	2.5
Other	35	6.0	30	3.3

Interest in Majors Not Currently Offered at the College of Alameda (Refer to Tables NC-5 and NC-6)

The majors listed in Tables NC-5 and NC-6 with the exception of Ethnic Studies, were taken from the College of Alameda Five-Year Master Plan.

When reference is made to Tables NC-5 and NC-6, note that an average of only 59.3% of the new students and 60% of the continuing students responded to each of the potential majors in the question.

When interest in obtaining an AA or AS degree in the potential majors is considered separately from the other response choices, new respondents gave the greatest percentage of responses to Bilingual Education Aide (15.6%), Insurance (9.7%), and Women's Studies (9.6%). Continuing students showed the greatest interest in earning a degree in Bilingual Education Aide (11.3%), Ethnic Studies (10.5%), and Insurance (9.1%).

Considerably higher percentages of both the new and continuing respondents indicated an interest in taking some classes, but not working for a degree in the potential majors.

Table NC-5 — Question No. 14 (NEW) T=593:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	371	62.6	58	15.6	97	26.1	216	58.2
Earth Sciences	358	60.4	28	7.8	143	39.9	187	52.2
Geology	346	58.3	22	6.4	102	29.5	222	64.2
Instructional Services (Media Aide)	341	57.5	28	8.2	97	28.4	216	63.3
Insurance	352	59.4	34	9.7	101	28.7	216	61.6
Nautical Science	338	57.0	18	5.3	87	25.7	233	68.9
Religious Studies	346	58.3	18	5.2	93	26.9	235	67.9
Ethnic Studies	350	59.0	29	8.3	136	38.9	185	52.9
Women's Studies	365	61.6	35	9.6	147	40.3	183	50.1

Table NC-6 — Question No. 14 (CONTINUING) T=933:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	576	61.7	65	11.3	148	25.7	363	63.0
Earth Sciences	570	61.1	50	8.8	235	41.2	285	50.0
Geology	540	57.9	27	5.0	178	33.0	335	62.0
Instructional Services (Media Aide)	538	57.7	39	7.2	137	25.5	362	67.3
Insurance	563	60.3	51	9.1	152	27.0	360	63.9
Nautical Science	544	58.3	29	5.3	159	29.2	356	65.4
Religious Studies	552	59.2	27	4.9	143	25.9	382	69.2
Ethnic Studies	592	63.5	62	10.5	226	38.2	304	51.4
Women's Studies	569	61.0	48	8.4	204	35.9	317	55.7

When column one (would like to work for a degree is combined with column two (would take some classes, but probably not work for a degree), the overall interest in the subjects is as follows:

	Combined N (column 1 plus column 2)		Combined Percentage (column 1 plus column 2)	
	NEW	CON'T.	NEW	CON'T.
Bilingual Education Aide	155	213	41.7%	37.0%
Earth Sciences	171	285	47.7	50.0
Geology	124	205	35.9	38.0
Instructional Services	125	176	36.6	32.7
Insurance	135	203	38.4	36.1
Nautical Science	105	188	31.0	34.5
Religious Studies	111	170	32.1	30.8
Ethnic Studies	165	288	47.2	48.7
Women's Studies	182	252	49.9	44.3

Comparison Between Times When New and Continuing Respondents Attended Classes and Times When They Would Prefer to Attend (Refer to Tables NC-7 and NC-8)

At the time of the survey over 61% of the continuing students and 53.2% of the new students were attending classes either in the morning or all day. Approximately 34% of the students in each group were enrolled in classes held either in the afternoon only or all day. Only 8.5% of the new respondents and 5.3% of the continuing respondents were taking classes in the afternoon only. Seventeen percent of the new students and fifteen percent of the continuing students were enrolled in classes only in the evening.

Over 40% of the respondents in each group indicated a preference for morning only classes. Their second and third preferences were for morning and afternoon classes, and for evening only classes.

Only small percentages of the students in each group were enrolled in Saturday classes or a combination of day or evening and Saturday classes, and even smaller percentages of respondents indicated a preference for these classes.

Table NC-7 — Question No. 15a (NEW/CONTINUING)
New: T=593 R=587 P=99.0 Continuing: T=933 R=927 P=99.4
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Time	NEW N	NEW R%	CONTINUING N	CONTINUING R%
Morning only (8 a.m. - 12 noon)	159	27.1	301	32.5
Afternoon only (12 noon - 3 p.m.)	50	8.5	49	5.3
Morning and afternoon (8 a.m. - 3 p.m.)	153	26.1	267	28.8
Late afternoon only (3 p.m. - 6 p.m.)	8	1.4	26	2.8
Evening only (6 p.m. - 10 p.m.)	100	17.0	139	15.0
Saturday only (8 a.m. - 1 p.m.)	14	2.4	6	.6
Day and evening	46	7.8	82	8.8
Day and Saturday	10	1.7	8	.9
Evening and Saturday	17	2.9	27	2.9
Other	30	5.1	22	2.4

Table NC-8 — Question No. 15b (NEW/CONTINUING)
New: T=593 R=581 P=98.0 Continuing: T=933 R=915 P=98.1
I WOULD PREFER TO TAKE CLASSES IN THE:

Time	NEW N	NEW R%	CONTINUING N	CONTINUING R%
Morning only (8 a.m. - 12 noon)	235	40.4	380	41.5
Afternoon only (12 noon - 3 p.m.)	52	9.0	48	5.2
Morning and afternoon (8 a.m. - 3 p.m.)	104	17.9	190	20.8
Late afternoon only (3 p.m. - 6 p.m.)	15	2.6	34	3.7
Evening only (6 p.m. - 10 p.m.)	72	12.4	115	12.6
Saturday only (8 a.m. - 1 p.m.)	6	1.0	4	.4
Day and evening	20	3.4	39	4.3
Day and Saturday	8	1.4	7	.8
Evening and Saturday	22	3.8	36	3.9
It doesn't matter	33	5.7	48	5.2
Other	14	2.4	14	1.5

Location of Classes Presently Attended and Preference of Location (Refer to Tables NC-9 and NC-10)

Although over 90% of the students in each group were taking classes located on the College of Alameda campus, (including the Air Facility), only 61.4% of the new respondents and 67.1% of the continuing respondents had a preference for on-campus classes. Over 14% of the students in each group preferred to take both on and off-campus classes. Eighteen percent of the new respondents and 16.4% of the continuing students indicated that they had no real preference regarding the location of their classes.

Table NC-9 — Question No. 15c (NEW/CONTINUING)
New: T=593 R=579 P=97.6 Continuing: T=933 R=908 P=97.3
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Location	NEW N	NEW R%	CONTINUING N	CONTINUING R%
On the College of Alameda campus (including the Air Facility)	531	91.7	853	93.9
Off campus (outreach program)	32	5.5	24	2.6
Both	16	2.8	31	3.4

Table NC-10 — Question No. 15d (NEW/CONTINUING)
New: T=593 R=577 P=97.3 Continuing: T=933 R=901 P=96.6
I WOULD PREFER TO TAKE CLASSES:

Location	NEW N	NEW R%	CONTINUING N	CONTINUING R%
On the College of Alameda campus (including the Air Facility)	354	61.4	605	67.1
Off campus	36	6.2	22	2.4
Both	83	14.4	126	14.0
It doesn't matter	104	18.0	148	16.4

Instructional Needs (Refer to Tables NC-11 and NC-12)

The response choices represented in Tables NC-11 and NC-12 were not mutually exclusive.

Although speed reading, use of a career education center or career library, regular discussions with instructors regarding student progress and jobs in the disciplines taught by the instructors were important to both new and continuing students, both groups indicated an even greater need to improve basic reading, writing, and math skills, and to develop better study habits and skills.

Less apparent needs of both new and continuing students were for a Saturday family reading program, a class in how to use the library, and special assistance for getting into a non-traditional career. Note, however, that although the percentages of responses are lower for these particular questionnaire items, they do represent a considerable number of students who have needs in these areas.

Table NC-11 — Question No. 16 (NEW) T=593
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	557	93.9	229	41.1	193	34.6	124	22.3	11	2.0
Improve basic math skills	559	94.3	195	34.9	226	40.4	126	22.5	12	2.1
Develop better study skills and habits	559	94.3	225	40.3	216	38.6	102	18.2	16	2.9
Speed reading	548	92.4	171	31.2	227	41.4	123	22.4	27	4.9
Take a Saturday family reading program (to improve basic reading skills)	522	88.0	34	6.5	104	19.9	295	56.5	89	17.0
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	544	91.7	89	16.4	205	37.7	177	32.5	73	13.4
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	537	90.6	113	21.0	170	31.7	212	39.5	42	7.8
Take a class in how to use the library	539	90.9	38	7.1	184	34.1	288	53.4	29	5.4
Take a career planning class	537	90.6	92	17.1	202	37.6	206	38.4	37	6.9
Make use of a career education center or career library	543	91.6	81	14.9	224	41.3	175	32.2	63	11.6
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	540	91.1	72	13.3	129	23.9	276	51.1	63	11.7
Talk with my instructors on a regular basis outside of class to discuss my progress	543	91.6	105	19.3	255	47.0	148	27.3	35	6.4
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	543	91.6	159	29.3	244	44.9	109	20.1	31	5.7

Table NC-12 — Question No. 16 (CONTINUING) T=933
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	883	94.6	382	43.3	292	33.1	196	22.2	13	1.5
Improve basic math skills	873	93.6	365	41.8	306	35.1	181	20.7	21	2.4
Develop better study skills and habits	867	92.9	396	45.7	314	36.2	142	16.4	15	1.7
Speed reading	865	92.7	304	35.1	356	41.2	162	18.7	43	5.0
Take a Saturday family reading program (to improve basic reading skills)	826	88.5	58	7.0	158	19.1	476	57.6	134	16.2
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	858	92.0	145	16.9	345	40.2	277	32.3	91	10.6
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	852	91.3	141	16.5	317	37.2	313	36.7	81	9.5
Take a class in how to use the library	851	91.2	75	8.8	299	35.1	426	50.1	51	6.0
Take a career-planning class	837	89.7	144	17.2	331	39.5	309	36.9	53	6.3
Make use of a career education center or career library	839	89.9	126	15.0	376	44.8	258	30.8	79	9.4
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	848	90.9	119	14.0	173	20.4	462	54.5	94	11.1
Talk with my instructors on a regular basis outside of class to discuss my progress	863	92.5	218	25.3	397	46.0	195	22.6	53	6.1
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	867	92.9	301	34.7	359	41.4	167	19.3	40	4.6

Counseling Needs (Refer to Tables NC-13 and NC-14)

The response choices represented in Tables NC-13 and NC-14 were not mutually exclusive. Note that the response choices in the question relate to the availability of counselors, counseling functions, and special training or characteristics of counselors which may be important to students.

The percentages given in the following three paragraphs represent the combined "Important" and "Very Important" columns.

Availability. Although a smaller percentage of continuing than new students were enrolled in evening classes, a larger percentage of continuing students (54.1%) than new students (47.5%) thought it was important to have counselors available in the evenings. Similarly, although a relatively low percentage of continuing students were enrolled in Saturday classes, 36.3% of the new students and 37% of the continuing students thought it was important or very important to have counselors available on Saturdays.

Function. Both new and continuing respondents indicated it was important to take an interest, aptitude, I.Q. or diagnostic test and to have someone help them to learn to study better. Both groups thought it was more important, however, to talk with a counselor for assistance in academic programming and to obtain help with plans to transfer to a four-year college.

Special Training or Characteristics. Continuing students (42%) indicated a slight preference in comparison with new students (39%) to talk with a peer counselor, and new respondents (33.6%) indicated a slight preference in comparison with continuing respondents (29.8%) to talk with a female counselor. There was less than a 1% difference between the two groups in their preference to talk with a male counselor, a minority counselor, or a counselor who is specially trained to work with disabled students. Approximately 15% of each group preferred not to talk with any counselor.

Table NC-13 — Question No. 18 (NEW) T=593:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	546	92.1	96	17.6	163	29.9	228	41.8	59	10.8
Have counselors available on Saturdays	538	90.7	50	9.3	145	27.0	271	50.4	72	13.4
Talk with a counselor to help me plan the classes I should take	551	92.9	230	41.7	201	36.5	105	19.1	15	2.7
Talk with a counselor to help me with my plans to transfer to a four-year college	546	92.1	211	38.6	145	26.6	162	29.7	28	5.1
Talk with a counselor for personal reasons	535	90.2	71	13.3	123	23.0	308	57.6	33	6.2
Talk with a counselor who is specially trained to work with disabled students	531	89.5	59	11.1	80	15.1	336	63.3	56	10.5
Take an interest, aptitude, I.Q. or diagnostic test	537	90.6	88	16.4	176	32.8	227	42.3	46	8.6
Have someone help me to learn to study better	540	91.1	127	23.5	176	32.6	211	39.1	26	4.8
Talk with a student who has been trained as a peer counselor	536	90.4	59	11.0	150	28.0	284	53.0	43	8.0
Prefer to talk with a male counselor	526	88.7	48	9.1	99	18.8	283	53.8	96	18.3
Prefer to talk with a female counselor	519	87.5	59	11.4	115	22.2	246	47.4	99	19.1
Prefer to talk with a minority counselor	500	84.3	62	12.4	81	16.2	282	56.4	75	15.0
Prefer not to talk with any counselor	89	15.0	85	95.5	1	1.1	3	3.4	0	.0
Why not?										

Table NC-14 — Question No. 18 (CONTINUING) T=933:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	864	92.6	199	23.0	269	31.1	332	38.4	64	7.4
Have counselors available on Saturdays	839	89.9	108	12.9	202	24.1	433	51.6	96	11.4
Talk with a counselor to help me plan the classes I should take	874	93.7	388	44.4	330	37.8	139	15.9	17	1.9
Talk with a counselor to help me with my plans to transfer to a four-year college	862	92.4	387	44.9	222	25.8	215	24.9	38	4.4
Talk with a counselor for personal reasons	842	90.2	115	13.7	215	25.5	454	53.9	58	6.9
Talk with a counselor who is specially trained to work with disabled students	842	90.2	119	14.1	123	14.6	527	62.6	73	8.7
Take an interest, aptitude, I.Q. or diagnostic test	852	91.3	148	17.4	293	34.4	343	40.3	68	8.0
Have someone help me to learn to study better	851	91.2	214	25.1	289	34.0	303	35.6	45	5.3
Talk with a student who has been trained as a peer counselor	837	89.7	103	12.3	249	29.7	407	48.6	78	9.3
Prefer to talk with a male counselor	820	87.9	78	9.5	153	18.7	425	51.8	164	20.0
Prefer to talk with a female counselor	812	87.0	87	10.7	155	19.1	406	50.0	164	20.2
Prefer to talk with a minority counselor	798	85.5	96	12.0	127	15.9	438	54.9	137	17.2
Prefer not to talk with any counselor	144	15.4	140	97.2	2	1.4	1	.7	1	.7
Why not?										

The Need to Rap (Refer to Table NC-15)

The response choices represented in Table NC-15 were not mutually exclusive.

At the time of the survey nearly half of the respondents in each group did not feel the need to talk about whatever was on their minds more than they were already able to. Respondents in both groups who did feel the need to rap thought that individual sessions with a counselor or discussions in classes would provide the best opportunities to meet the need.

Table NC-15 — Question No. 19 (NEW/CONTINUING) New: T=593 Continuing: T=933
IF YOU FEEL THE NEED TO RAP) TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEG OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	NEW R	NEW P	CONTINUING R	CONTINUING P
Does not apply to me	281	47.4	460	49.3
In classes	90	15.2	126	13.5
Women's center rap groups	82	13.8	94	10.1
Men's center rap groups	26	4.4	50	5.4
Groups led by counselors	65	11.0	92	9.9
In special psychology courses	73	12.3	118	12.6
Individual sessions with a counselor	94	15.9	137	14.7
With a peer counselor	41	6.9	86	9.2
Student activities (clubs)	85	14.3	102	10.9

General Awareness and Opinions (Refer to Table NC-16)

Seventy-six percent of the new respondents and 70.1% of the continuing respondents were not aware of the due process/grievance procedures at the College.

Over 90% of both new and continuing students thought that requirements for an AA/AS degree and other information should be printed in the Schedule of Classes.

In general, both new and continuing respondents were satisfied with the College of Alameda grading and class attendance policies.

Table NC-16 — Question No.'s 20a, 20b, 20c, 20d. (NEW/CONTINUING) New: T=593 Continuing:T=933
GENERAL OPINIONS

	NEW R	NEW P	NEW YES N	NEW YES R%	NEW NO N	NEW NO R%	CONTINUING R	CONTINUING P	CONTINUING YES N	CONTINUING YES R%	CONTINUING NO N	CONTINUING NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	558	94.1	134	24.0	424	76.0	892	95.6	267	29.9	625	70.1
Do you think information such as requirements for an A.A./A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?	571	96.3	534	93.5	37	65.0	906	97.1	818	90.3	88	9.7
Are you satisfied with the College of Alameda's present grading grading policy?	517	87.2	466	90.1	51	9.9	894	95.8	778	87.0	116	13.0
Are you satisfied with the College of Alameda's class attendance policy?	546	92.1	457	83.7	89	16.3	898	96.2	735	81.8	163	18.2

Housing Referral Service

Slightly over 56% of the new students and 52.5% of the continuing students indicated they would make use of a housing referral service to help them find an apartment or other living accomodations.

Child Care (Refer to Tables NC-17 and NC-18)

Approximately 12% of each of the new and continuing groups indicated a need for someone to care for their children while they attended the College. (Table NC-17) The most apparent need of both groups was for provision of child care services throughout the day or for morning classes only. (Table NC-18)

At the time of the survey, only 11 of the new respondents and 17 of the continuing respondents were using the Child Care Center.

When asked why they were not using the Child Care Center the majority of the respondents to the question (new = 68% of 103; continuing = 71% of 200) checked "Other". The "Other" responses for these two groups are not specifically delineated, but a summary of "Other" responses for the total survey population is located on page 23. Fifteen (14.6% of 103) of the new respondents didn't know about the Child Care Center as compared with 22 (11% of 200) of the continuing ssudents who were unaware of the Center. Twenty-six (13% of 200) continuing students and 10 (9.7% of 103 of the new students did not qualify because their income was too high. Only 8 (7.8% of 103) of the new respondents and 10 (5% of 200) of the continuing respondents did not qualify because they applied too late.

Seventy-four (40% of 185) new students and 122 (37.7% of 324) continuing students would make use of a referral service for off-campus child care.

Table NC-17 — Question No. 22a (NEW/CONTINUING) New: T=593 R=547 P=92.2 Continuing: T=933 R=864 P=92.6:
DO YOU NEED SOMEONE TO TAKE CARE OF YOUR CHILDREN WHILE YOU ARE ATTENDING THE COLLEGE OF ALAMEDA?

Response	NEW N	NEW R%	CONTINUING N	CONTINUING R%
YES	67	12.2	104	12.0
NO	480	87.8	760	88.0

Table NC-18 — Question No. 22b (NEW/CONTINUING) New: T=593 R=74 P=12.5 Continuing: T=933 R=121 P=13.0:
PLEASE INDICATE THE TIME OF DAY YOU NEED SOMEONE TO CARE FOR YOUR CHILDREN

Time	NEW N	NEW R%	CONTINUING N	CONTINUING R%
For morning classes only	15	20.3	30	24.8
For afternoon classes only	8	10.8	10	8.3
All day	28	37.8	46	38.0
For late afternoon classes only	4	5.4	10	8.3
For evening classes only	9	12.2	10	8.3
For Saturday classes only	0	.0	3	2.5
For day and evening classes	7	9.5	6	5.0
For day and Saturday classes	1	1.4	2	1.7
For evening and Saturday classes	2	2.7	4	3.3

Employment Needs

A larger percentage of new students (53.3%) than continuing students (47.5%) indicated a need for assistance in finding a job while they were enrolled at the College. Of the students who needed assistance, 71.5% of the new respondents and 73.3% of the continuing respondents preferred a part-time job.

When asked if they thought they would need assistance in finding a job after completing their studies at the College, 57% of the new respondents and 52.8% of the continuing respondents replied "Yes". Of these, approximately two-thirds of both groups indicated they would prefer a full-time job. Nearly one-fourth of the respondents in each group expected to find jobs related to their areas of study at the College. A greater percentage of new (20.1%) than continuing (16.6%) students expected the College Placement Office to help them find jobs, and a larger percentage of continuing (10.3%) than new (8.8%) respondents expected instructors to assist in finding jobs.

Financial Aid (Refer to Tables NC-19, NC-20, NC-21, NC-22)

In general, new students indicated a slightly greater need for financial assistance than did continuing students. The greatest need for both groups was for financial assistance for books and supplies. The greatest difference between the two groups was for financial assistance for transportation to and from campus. (Tables NC-19 and NC-20)

A greater percentage of continuing (40.1%) than new (36.2%) respondents had applied for financial assistance at the College. The data processing program did not yield clear-cut information regarding what percentages of students (of those who applied) actually received a grant or some other form of financial aid.

The Fall, 1976 quarter began on September 15, but the first financial aid checks were not distributed until October 22, 1976. Table NC-21 indicates the responses of the new and continuing students who were asked about the consequences of receiving financial aid later than needed. Neither group of respondents was more clearly adversely affected than the other, although students in both groups either had to borrow money for books and supplies or could not buy books and supplies when needed. Note that the responses in Table NC-21 were not mutually exclusive. (Table NC-21)

When asked why they were not receiving financial assistance, 33.4% of the new respondents and 36.1% of the continuing respondents indicated they did not need financial assistance. Table NC-22 shows other reasons why respondents were not receiving financial assistance from the College. Note that the responses in the table were not mutually exclusive. (Table NC-22)

Table NC-19 — Question No. 24a (NEW) T=593:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	561	94.6	273	48.7	85	15.2	203	36.2
Financial assistance for meals on campus	539	90.9	148	27.5	82	15.2	309	57.3
Financial assistance for transportation to and from campus	542	91.4	179	33.0	92	17.0	271	50.0
Financial assistance for other expenses such as housing, dental, medical care, etc.	537	90.6	198	36.9	86	16.0	253	47.1

Table NC-20 — Question No. 24a (CONTINUING) T=933:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	875	93.8	386	44.1	136	15.5	353	40.3
Financial assistance for meals on campus	842	90.2	233	27.7	111	13.2	498	59.1
Financial assistance for transportation to and from campus	831	89.1	234	28.2	123	14.8	474	57.0
Financial assistance for other expenses such as housing, dental, medical care, etc.	843	90.4	295	35.0	127	15.1	421	49.9

Table NC-21 — Question No. 24c (NEW/CONTINUING) New: T=593 Continuing: T=933:
IF YOU RECEIVED YOUR FINANCIAL AID LATER THAN NEEDED, WHAT HAPPENED?

Response	NEW R	NEW P	CONTINUING R	CONTINUING P
Had to borrow money for books and supplies	122	20.6	196	21.0
Had to drop one or more classes	27	4.6	52	5.6
Could not buy books and supplies when needed	71	12.0	144	15.4
Nothing happened	37	6.2	74	7.9
Other	22	3.7	37	4.0

Table NC-22 — Question No. 24d (NEW/CONTINUING) New: T=593 Continuing: T=933:
IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK AS MANY AS APPLY TO YOU:

Response	NEW R	NEW P	CONTINUING R	CONTINUING P
I do not need financial assistance	198	33.4	337	36.1
I applied for financial assistance but didn't qualify for it	34	5.7	62	6.6
I applied for financial assistance but my application was late. (Applied after September 15)	44	7.4	37	4.0
I applied for financial assistance but there were no more funds available	18	3.0	22	2.4
I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up	55	9.3	83	8.9
I was interested in applying, but I could not find anyone who would help me fill out the forms	45	7.6	48	5.1
Other	70	11.8	85	9.1

Extra-Curricular Activities (Refer to Table NC-23)

Although 45.9% of the new students and 51.8% of the continuing students were not interested in participating in extra-curricular activities, an interest in clubs and organizations was expressed by 139 (23.4%) of the new respondents and 191 (20.5%) of the continuing respondents. In general, new respondents were more interested than continuing respondents in all of the extra-curricular activities.

Table NC-23 — Question No. 26 (NEW/CONTINUING) New: T=593 Continuing: T=933:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	NEW R	NEW P	CONTINUING R	CONTINUING P
Clubs and organizations	139	23.4	191	20.5
Student government	57	9.6	76	8.1
Intercollegiate athletics	87	14.7	116	12.4
On-campus recreational activities	86	14.5	92	9.9
I am not interested in extra-curricular activities	272	45.9	483	51.8

Facilities (Refer to Tables NC-24 and NC-25)

Note that varying numbers of new and continuing students responded to the parts of the question related to facilities, and that the response choices were not mutually exclusive. For both groups, the two most important facility needs were for a place to study other than the library and for a place to relax between classes. Although there is a lesser need for a men's resource center, a women's resource center, and a place to meditate between classes, the percentages of new and continuing respondents who responded in the "Yes" column represent a large number of students who would use these facilities.

Table NC-24 — Question No. 27 (NEW) T=593:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	551	92.9	421	76.4	130	23.6
A place to meet other people	494	83.3	303	61.3	191	38.7
A men's resource center	409	69.0	101	24.7	308	75.3
A women's resource center	452	76.2	206	45.6	246	54.4
A place to meditate	466	78.6	195	41.8	271	58.2
A place to relax between classes	535	90.2	411	76.8	124	23.2

Table NC-25 — Question No. 27 (CONTINUING) T=933:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	858	92.0	690	80.4	168	19.6
A place to meet other people	770	82.5	475	61.7	295	38.3
A men's resource center	652	69.9	196	30.1	456	69.9
A women's resource center	667	71.5	284	42.6	383	57.4
A place to meditate	703	75.3	298	42.4	405	57.6
A place to relax between classes	833	89.3	669	80.3	164	19.7

Supplemental Learning Aids (Refer to Tables NC-26 and NC-27)

A greater percentage of continuing than new respondents indicated they would make use of all of the supplemental learning aids. Twenty-five percent or less of each group would not make use of any of the aids.

Table NC-26 — Question No. 28 (NEW) T=593:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	544	91.7	333	61.2	77	14.2	134	24.6
Individualized self-paced courses	506	85.3	290	57.3	113	22.3	103	20.4
Short courses	512	86.3	306	59.8	101	19.7	105	20.5
Special workshops	516	87.0	324	62.8	93	18.0	99	19.2
Televised classes (shown on TV in your home)	520	87.7	281	54.0	127	24.4	112	21.5
Use of instructional media (TV, tapes, films, etc.)	522	88.0	350	67.0	68	13.0	104	19.9

Table NC-27 — Question No. 28 (CONTINUING) T=933:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	850	91.1	570	67.1	106	12.5	174	20.5
Individualized self-paced courses	799	85.6	516	64.6	148	18.5	135	16.9
Short courses	780	83.6	531	68.1	131	16.8	118	15.1
Special workshops	806	86.4	572	71.0	107	13.3	127	15.8
Televised classes (shown on TV in your home)	806	86.4	459	56.9	194	24.1	153	19.0
Use of instructional media (TV, tapes, films, etc.)	804	86.2	576	71.6	79	9.8	149	18.5

Learning Assistance Programs (Refer to Table NC-28)

As in the previous section related to supplemental learning aids, a greater percentage of continuing than new respondents expressed an interest in the availability of most of the various learning assistance programs. Slightly over 24% of each group expressed an interest in one-to-one tutoring in an occupational area. Note that the response choices in Table NC-28 were not mutually exclusive.

Table NC-28 — Question No. 29 (NEW/CONTINUING) New: T=593 Continuing: T=933:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	NEW R	NEW P	CONTINUING R	CONTINUING P
One-to-one tutoring in a specific academic area of study	265	44.7	457	49.0
One-to-one tutoring in an occupational area (automotive, etc.) of study	143	24.1	225	24.1
A personalized survival skills program (to improve basic reading and math skills) with close supervision	201	33.9	320	34.3
An independent individualized program (with little or no supervision)	116	19.6	216	23.2
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	167	28.2	303	32.5
Small group tutoring (with others who have similar needs)	218	36.8	361	38.7
Other	12	2.0	22	2.4

SUMMARY

Demographic and Other Characteristics

The combined new and continuing student populations represented 1526 respondents, or 94.4% of the total sample of 1615 students. Of the 1526 respondents, 593 were "new" and 933 were "continuing".

New students tended to be younger than the continuing students, and the new student population had a higher percentage of women than did the continuing students population.

A greater percentage of minority students were represented in the new students population.

Over twice as great a percentage of veterans was represented in the continuing (27.5%) than the new (11.8%) population.

Thirty-four of the new respondents and 51 of the continuing respondents had a health or learning problem which limited their activities at work and/or at school.

A slightly higher percentage of continuing respondents (63.1%) than new respondents (57.7%) were enrolled full-time.

Both groups indicated that they chose to enroll at the College because of the proximity of the College to their respective residences, low cost, preference of the quarter to the semester system, and a desire to enroll in a specific occupational program.

There were more similarities than differences between the two populations with respect to their degree or transfer objectives.

Over half of the respondents in each group were attending classes either in the morning only or all day. Approximately one-third of the students in each group were attending classes in the afternoon only or all day.

Instructional Needs

The respondents in both groups indicated that their most important instructional needs were to improve basic reading, writing and math skills, and to develop better study skills and habits.

A greater percentage of continuing than new respondents would make use of a variety of supplemental learning aids. The most important aids for both groups were instructional TV, video tape, films,etc. Similarly, a slightly greater percentage of continuing than new respondents expressed an interest in a variety of learning assistance programs.

Support Service Needs

Over half of the continuing students and 47.5% of the new students thought it was important to have counselors available in the evenings. Over one-third of each group thought it was important to have counselors available on Saturdays. At least two-thirds of each group thought it was important to see a counselor for academic programming and/or to obtain assistance with plans to transfer to a four-year institution.

Over half of the respondents in each group would make use of a housing referral service, and approximately 12% of the students in each group expressed a need for a child care service.

A higher percentage of new than continuing respondents indicated that they needed assistance in finding a job while they were enrolled at the College, and they also anticipated a greater need for assistance in finding a job after they completed their studies.

New students indicated a slightly greater need than did continuing students for financial assistance. The greatest need for students in each group was for financial assistance for books and supplies.

A greater percentage of new than continuing students were interested in extracurricular activities.

The vast majority of students in each group indicated that they would use a place to relax between classes and a quiet place to study other than the library.

Other

Over two-thirds of the respondents in each group were not aware of the due process/grievance procedures.

Students in each group appeared, in general, to be satisfied with the College's grading and class attendance policies.

NON-DEGREE STUDENTS

(Ralph Kearney)

The Non-Degree Student is one who indicated by his response to the questionnaire that he was attending the College of Alameda for one or more of the following reasons: 1) he was taking classes for enjoyment only; 2) he was taking classes for job related purposes; or 3) he was taking classes only to improve basic language or math skills. Of the 1615 respondents to the questionnaire, nearly one-third or 525 were identified as Non-Degree Students.

Characteristics of Non-Degree Students in Terms of Age, Sex, and Ethnic Background (Refer to Tables NDS-1, NDS-2, NDS-3)

The largest group of students or 28.1% of the non-degree survey population was in the 19-21 year old group. This compares closely with the total Educational Needs Assessment population which contained 31% in this age group. Note that of the 68 students in the total population that are age fifty or older, 49 are non-degree students. Of the entire non-degree group, approximately half were male and half were female. Black and Caucasian students were represented in approximately even numbers, 36% each. When compared with the total survey population, slightly more Whites (40%) than Blacks (36%) were represented. Of those respondents indentified as non-degree, 20.8% indicated that they were veterans.

Table NDS-1 — Question No. 2 (NON-DEGREE) T=525 R=509 P=97.0
HOW OLD ARE YOU?

Age	N	R%
16 - 18	49	9.6
19 - 21	143	28.1
22 - 24	69	13.6
25 - 27	56	11.0
28 - 34	87	17.1
35 - 41	33	6.5
42 - 49	30	5.9
50 or older	42	8.3

Table NDS-2 — Question No. 2 (NON-DEGREE) T=525 R=468 P=89.1
SEX

Response	N	R%
Male	206	44.0
Female	262	56.0

Table NDS-3 — Question No. 3 (NON-DEGREE) T=525 R=505 P=96.2
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	N	R%
American Indian/Native American	14	2.8
Black/Afro-American	183	36.2
Chicano/Latin American	37	7.3
Oriental/Asian American	62	12.3
White/Caucasian	186	36.8
Other (Please specify: _____)	23	4.6

Enrollment Status

Of the 519 students who responded to the question, 201 or 38% were enrolled in their first quarter at COA. This compares closely with the total survey population which indicated that 37% were first quarter students. Slightly over 50% of the respondents were continuing students having completed from one to six quarters at COA.

Why Did Students Choose to Attend COA? (Refer to Table NDS-4)

Most non-degree students as well as most of the total survey population indicated they chose to attend COA because of three factors: 1) low cost; 2) proximity of the College to home; and 3) preference for the quarter system.

Table NDS-4 — Question No. 10 (NON-DEGREE) T=525
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	R	P
Low cost	171	32.6
College of Alameda is close to where I live	204	38.9
Prefer the quarter system to the semester system	184	35.0
My friends were enrolled or planning to enroll	34	6.5
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	163	31.0
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	77	14.7
The size of the campus	37	7.0
The atmosphere of the College	86	16.4
Wasn't sure what else to do	34	6.5
Couldn't find a job so decided to go to school	73	13.9
Didn't qualify for admission to a four-year college	33	6.3
College of Alameda is close to where I work	68	13.0
Advice of my friends	36	6.9
Advice of a high school counselor or teacher	29	5.5
My parents wanted me to attend	31	5.9
To test my ability to do college work	106	20.2
Didn't have anything better to do	36	6.9
Other	97	18.5

Student Unit Load (Refer to Table NDS-5)

In general, non-degree students took a lighter unit load than did the survey group as a whole. For example, 29% of the non-degree students took 1-5 units, whereas 15% of the total population took 1-5 units. And, whereas 60% of the total survey respondents were enrolled in 12 or more units, only 45.2% of the non-degree students were enrolled

Table NDS-5 — Question No. 9 (NON-DEGREE) T=525 R=500 P=95.2
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED.

Response	N	R%
1 - 5 units	145	29.0
6 - 8 units	56	11.2
9 - 11 units	73	14.6
12 or more units	226	45.2

Educational Objective

Approximately 54% of the non-degree students who responded to the question took classes at the College of Alameda in order to improve their skills for employment-promotion purposes, whereas approximately 18% of the entire survey group cited this as their educational objectives. The next largest group of non-degree respondents, 36%, was comprised of students who took classes mainly for personal enjoyment, followed by those who wanted specifically to improve their English and math skills and who might later be interested in a degree.

Interest in Majors Not Currently Offered at COA (Refer to Table NDS-6)

Although at least 52.6% of the non-degree respondents indicated they would not take classes in any of the proposed majors, if column 1 (would like to work for an AA in this area) is combined with column 2 (would take some classes, but probably not work for a degree), considerable interest becomes apparent in these areas.

Table NDS-6 — Question No. 14 (NON-DEGREE) T=525:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

			I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
Major	R	P	N	R%	N	R%	N	R%
Bilingual Education Aide	256	48.8	38	14.8	65	25.4	153	59.8
Earth Sciences	248	47.2	24	9.7	82	33.1	142	57.3
Geology	230	43.8	16	7.0	56	24.3	158	68.7
Instructional Services (Media Aide)	234	44.6	22	9.4	57	24.4	155	66.2
Insurance	237	45.1	20	8.4	63	26.6	154	65.0
Nautical Science	226	43.0	17	7.5	58	25.7	151	66.8
Religious Studies	228	43.4	13	5.7	58	25.4	157	68.9
Ethnic Studies	256	48.8	30	11.7	81	31.6	145	56.6
Women's Studies	251	47.8	33	13.1	86	34.3	132	52.6

Comparison of Times When Non-Degree Students Attended Classes and Times When They Would Prefer to Attend (Refer to Tables NDS-7 and NDS-8)

The results of questions in this section would seem to indicate that most non-degree students were getting their classes when they wanted them. However, some students preferred other times. For example, 29.5% were enrolled in a.m. only classes, yet 36.2% preferred a.m. classes; and 19.5% took morning and afternoon classes, yet only 11.6% preferred this time period.

Table NDS-7 — Question No. 15a (NON-DEGREE) T=525 R=518 P=98.7
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Time	N	R%
Morning only (8 a.m. - 12 noon)	153	29.5
Afternoon only (12 noon - 3 p.m.)	40	7.7
Morning and afternoon (8 a.m. - 3 p.m.)	101	19.5
Late afternoon only (3 p.m. - 6 p.m.)	16	3.1
Evening only (6 p.m. - 10 p.m.)	118	22.8
Saturday only (8 a.m. - 1 p.m.)	18	3.5
Day and evening	30	5.8
Day and Saturday	5	1.0
Evening and Saturday	15	2.9
Other	22	4.2

Table NDS-8 — Question No. 15b (NON-DEGREE) T=525 R=508 P= 96.8
I WOULD PREFER TO TAKE CLASSES IN THE:

Time	N	R%
Morning only (8 a.m. - 12 noon)	184	36.2
Afternoon only (12 noon - 3 p.m.)	45	8.9
Morning and afternoon (8 a.m. - 3 p.m.)	59	11.6
Late afternoon only (3 p.m. - 6 p.m.)	24	4.7
Evening only (6 p.m. - 10 p.m.)	100	19.7
Saturday only (8 a.m. - 1 p.m.)	10	2.0
Day and evening	16	3.1
Day and Saturday	7	1.4
Evening and Saturday	23	4.5
It doesn't matter	32	6.3
Other	8	1.6

Instructional Needs (Refer to Table NDS-9)

The response to this list of needs clearly indicates that most students surveyed were very interested in improving their abilities in basic reading, writing, and math skills, speed reading, and study skills. A strong desire to discuss career opportunities and programming with their instructors was also indicated as a need.

Table NDS-9 — Question No. 2 (NON-DEGREE) T=525:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very important (need) N	Very important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	476	90.7	209	43.9	156	32.8	101	21.2	10	2.1
Improve basic math skills	472	89.9	192	40.7	169	35.8	99	21.0	12	2.5
Develop better study skills and habits	465	88.6	205	44.1	166	35.7	85	18.3	9	1.9
Speed reading	463	88.2	166	35.9	163	35.2	108	23.3	26	5.6
Take a Saturday family reading program (to improve basic reading skills)	434	82.7	37	8.5	98	22.6	223	51.4	76	17.5
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	466	88.8	92	19.7	200	42.9	126	27.0	48	10.3
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	452	86.1	75	16.6	131	29.0	195	43.1	51	11.3
Take a class in how to use the library	454	86.5	41	9.0	151	33.3	234	51.5	28	6.2
Take a career planning class	446	85.0	84	18.8	168	37.7	161	36.1	33	7.4
Make use of a career education center or career library	448	85.3	67	15.0	179	40.0	148	33.0	54	12.1
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	453	86.3	77	17.0	97	21.4	217	47.9	62	13.7
Talk with my instructors on a regular basis outside of class to discuss my progress	461	87.8	96	20.8	192	41.6	142	30.8	31	6.7
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	464	88.4	139	30.0	193	41.6	108	23.2	24	5.2

Counseling Needs (Refer to Table NDS-10)

In order of preference, a strong need appeared to exist for programming assistance, study skills improvement assistance, transfer planning, evening counseling, and testing.

Table NDS-10 — Question No. 18 (NON-DEGREE) T=525:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very important (need) N	Very important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	470	89.5	99	21.1	144	30.6	181	38.5	46	9.8
Have counselors available on Saturdays	458	87.2	56	12.2	116	25.3	225	49.1	61	13.3
Talk with a counselor to help me plan the classes I should take	469	89.3	168	35.8	166	35.4	119	25.4	16	3.4
Talk with a counselor to help me with my plans to transfer to a four-year college	461	87.8	127	27.5	116	25.2	186	40.3	32	6.9
Talk with a counselor for personal reasons	456	86.9	61	13.4	120	26.3	236	51.8	39	8.6
Talk with a counselor who is specially trained to work with disabled students	451	85.9	69	15.3	77	17.1	256	56.8	49	10.9
Take an interest, aptitude, I.Q. or diagnostic test	455	86.7	88	19.3	142	31.2	186	40.9	39	8.6
Have someone help me to learn to study better	465	88.6	116	24.9	168	36.1	164	35.3	17	3.7
Talk with a student who has been trained as a peer counselor	455	86.7	55	12.1	131	28.8	226	49.7	43	9.5
Prefer to talk with a male counselor	438	83.4	41	9.4	79	18.0	236	53.9	82	18.7
Prefer to talk with a female counselor	440	83.8	52	11.8	81	18.4	227	51.6	80	18.2
Prefer to talk with a minority counselor	428	81.5	46	10.7	79	18.5	237	55.4	66	15.4
Prefer not to talk with any counselor	88	16.8	84	95.5	3	3.4	0	.0	1	1.1
Why not?										

Communicating With Others on Campus (Refer to Table NDS-11)

Almost one-half of the respondents felt no need to rap more than they were presently able to do so. Those who did feel a greater need to rap indicated that this could best be done in a variety of ways. Rapping more in classes and individual sessions with a counselor were mentioned most frequently as ways in which the need to rap could best be met.

Table NDS-11 — Question No. 19 (NON-DEGREE) T=525:
IF YOU FEEL THE NEED TO RAP (TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEGE OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	R	P
Does not apply to me	251	47.8
In classes	66	12.6
Women's center rap groups	55	10.5
Men's center rap groups	27	5.1
Groups led by counselors	51	9.7
In special psychology courses	58	11.0
Individual sessions with a counselor	64	12.2
With a peer counselor	33	6.3
Student activities (clubs)	59	11.2

General Opinions (Refer to Table NDS-12)

The results of the questions in this section were decisive. Note that 88.4% of the respondents wanted to see AA degree requirements, transferability of courses, and course prerequisites listed in the Schedule of Classes and that 71.4% of the respondents were not aware of the student due process/grievance procedures.

Table NDS-12 — Question No.'s 20a, 20b, 20c, 20d (NON-DEGREE) T=525:
GENERAL OPINIONS

	R	P	YES N	YES R%	NO N	NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	489	93.1	140	28.6	349	71.4
Do you think information such as requirements for an A.A./A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?	492	93.7	435	88.4	57	11.6
Are you satisfied with the College of Alameda's present grading policy?	464	88.4	415	89.4	49	10.6
Are you satisfied with the College of Alameda's class attendance policy?	484	92.2	410	84.7	74	15.3

Housing Referral Services

Ninety-five percent of the non-degree group answered the question. Of those responding, 52.7% indicated that they would use a housing referral service.

Child Care Services

This question was answered by 88.6% of the non-degree students. The majority of respondents, 85.6% indicated that they did not need this particular service.

Employment Needs (Refer to Table NDS-13)

Of the 479 non-degree students who responded to the question, 46.8% indicated they needed assistance in finding a job while at COA. The majority of respondents, 63.6%, indicated that their primary interest was in part-time employment.

Of the 481 non-degree students who responded to the question related to the need for assistance in finding a job after completion of studies at the College, more than half (53.2%) indicated they would need assistance in finding a job. Most respondents preferred a full-time job. Only 15% of the respondents expected to seek help from the College Placement Office.

Table NDS-13 — Question No. 23b (NON-DEGREE) T=525:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	481	91.6	—	—
YES	—	—	256	53.2
NO	—	—	225	46.8
If YES, please check as many as apply:				
I would prefer a part-time job	77	14.7	—	—
I would prefer a full-time job	178	33.9	—	—
I expect to find a job related to my area of study at the College of Alameda	108	20.6	—	—
I expect my instructors to help me find a job	46	8.8	—	—
I expect the College Placement Office to help me find a job	81	15.4	—	—
Other comments	11	2.1	—	—

Financial Aid (Refer to Table NDS-14)

The area of greatest need was for financial assistance for books and supplies. The next greatest need was for housing, dental, and medical expenses. The least indicated needs were for meals on campus and transportation to and from campus.

Table NDS-14 — Question No. 24a (NON-DEGREE) T=525:
IMPORTANCE OF FINANCIAL ASSISTANCE

			Very Important		Important		Not Important	
Type of Assistance	R	P	N	R%	N	R%	N	R%
Financial assistance for books and supplies	482	91.8	215	44.6	72	14.9	195	40.5
Financial assistance for meals on campus	455	86.7	117	25.7	70	15.4	268	58.9
Financial assistance for transportation to and from campus	449	85.5	126	28.1	69	15.4	254	56.6
Financial assistance for other expenses such as housing, dental, medical care, etc.	450	85.7	151	33.6	69	15.3	230	51.1

Facilities (Refer to Table NDS-15)

Approximately 70% of the non-degree students were interested in a quiet place to study other than the library. Similarly, a place to meet other people, men's and women's resource centers, a place to relax and a place to meditate were all of concern and importance to these respondents.

A place to relax between classes received more positive responses than any other item in this question.

Table NDS-15 — Question No. 27 (NON-DEGREE) T=525:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

			YES		NO	
Facility	R	P	N	R%	N	R%
A quiet place to study (other than the library)	470	89.5	331	70.4	139	29.6
A place to meet other people	422	80.4	255	60.4	167	39.6
A men's resource center	344	65.5	106	30.8	238	69.2
A women's resource center	360	68.6	161	44.7	199	55.3
A place to meditate	383	73.0	168	43.9	215	56.1
A place to relax between classes	451	85.9	324	71.8	127	28.2

Specialized Learning Opportunities and Learning Assistance (Refer to Tables NDS-16 and NDS-17)

Most non-degree students indicated interest in taking advantage of new learning opportunities. They also indicated that they specifically would welcome one-to-one and group tutoring as well as the opportunity to improve their study skills.

Table NDS-16 — Question No. 28 (NON-DEGREE) T=525:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	460	87.6	307	66.7	51	11.1	102	22.2
Individualized self-paced courses	431	82.1	259	60.1	90	20.9	82	19.0
Short courses	420	80.0	281	66.9	65	15.5	74	17.6
Special workshops	438	83.4	318	72.6	59	13.5	61	13.9
Televised classes (shown on TV in your home)	430	81.9	259	60.2	88	20.5	83	19.3
Use of instructional media (TV, tapes, films, etc.)	434	82.7	300	69.1	49	11.3	85	19.6

Table NDS-17 — Question No. 29 (NON-DEGREE) T=525:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	210	40.0
One-to-one tutoring in an occupational area (automotive, etc.) of study	133	25.3
A personalized survival skills program (to improve basic reading and math skills) with close supervision	183	34.9
An independent individualized program (with little or no supervision)	116	22.1
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	148	28.2
Small group tutoring (with others who have similar needs)	186	35.4
Other	12	2.3

SUMMARY

Demographic and Other Characteristics

The non-degree population represented 525 respondents or approximately 33% of the total Educational Needs Assessment population of 1615 students.

Approximately 28% of the non-degree population were in the 19-21 year old group.

Black and Caucasian students were represented in even number, 36% each. Veterans comprised 20.8% of the non-degree group.

Over one-third of the non-degree students were enrolled in their first quarter at the College. Slightly over 50% of the respondents were continuing students having completed from one to six quarters at COA.

Reasons most frequently given by non-degree students for choosing to attend the College were low cost, proximity of the College to their respective residences and preference for the quarter system.

Instructional Needs

The non-degree students most frequently expressed the need to improve their basic reading, writing, math, speed reading skills and to improve their study skills.

Non-degree students also expressed a strong desire to discuss career opportunities with their instructors.

Support Service Needs

Non-degree students expressed a strong need for programming assistance, transfer planning assistance, evening counseling, and testing.

Almost one-half of the non-degree respondents felt no need to rap more than they were presently able to do so.

Approximately one-half of the non-degree respondents indicated that they would use a housing referral service.

The majority of respondents did not express a need for child care services.

Slightly more than one-half of the non-degree respondents indicated that they would need assistance in finding a job after completion of their studies at the College.

The area of greatest need was for financial assistance for books and supplies. The least indicated needs were for meals on campus and transportation to and from campus.

A place to relax between classes would be used by 71.8% of the non-degree respondents.

OLDER ADULTS

(Linda Medsker)

Population

The older adult survey population consists of respondents who indicated that their respective ages were 50 or older. This group represents 68 respondents or 4.3% of the total Educational Needs Assessment population of 1615 students.

Unless otherwise indicated, 90% or more of the students in the older adult group responded to each of the questionnaire items discussed in the following narrative.

Sex

Forty-three (67.2% of the 64 respondents to the question) of the older adults were female and twenty-one (32.8%) were male. The total survey population contained 42.9% males and 57.1% females.

Ethnic Composition (Refer to Table OA-1)

Forty-four (65.7%) of the older adults indicated they were White/Caucasian and 22 (32.8%) were members of an ethnic minority group. The older adult population thus had a considerably larger proportion of Caucasian respondents than did the total survey population.

Table OA-1 — Question No. 3 (OLDER ADULTS) T=68 R=67 P=98.5
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	N	R%
American Indian/Native American	2	3.0
Black/Afro-American	13	19.4
Chicano/Latin American	0	.0
Oriental/Asian American	7	10.4
White/Caucasian	44	65.7
Other (Please specify: _____)	1	1.5

English as a Second Language

Ten (15.2%) of the older adult students had first learned to speak a language other than English.

Veterans

Twenty-three (34.3%) of the respondents indicated they were veterans. Representation of veterans in the total survey population was 21.3%.

Students with Disabling Conditions, Recurrent Health Problems, or Severe Learning Problems

A considerably greater percentage of older adults (31.8%) than respondents in the total survey population (8.0%) indicated they had a disabling condition or recurrent health problem. Four of the older adults (6.3%) stated they had a severe learning problem, and seven indicated that their activities were limited by their health or learning problems.

Enrollment Status

Twenty-one (31.3%) of the respondents had not been previously enrolled at the College of Alameda, four (6%) had enrolled before but received no credit, and forty-two (62.7%) were continuing students. Of the 42 continuing students, 6 (14.2%) had completed one quarter, 13 (30.9%) had completed two or three quarters, 8 (19%) had completed four to six quarters, and 15 (35.7%) had completed more than six quarters.

Forty-two of the older adults were part-time students and twenty-two were enrolled in 12 or more units.

Reasons for Coming to the College of Alameda (Refer to Table OA-2)

The response choices represented in Table OA-2 were not mutually exclusive. Students could and did respond to more than one part of the question. Refer to the Key to Tables, page 11, for a detailed explanation of the differences between mutually exclusive and non-mutually exclusive questions.

The reasons older adults most frequently gave for coming to the College of Alameda were the proximity of the College to their respective residences, low cost, to enroll in a specific occupational program and "Other". (The responses to "Other" were not delineated for the older adult population. Please refer to page 16 for a summary of responses to "Other" for the total Educational Needs Assessment survey population.) Several older adults also expressed a preference for the quarter system, and an interest in testing their respective abilities to do college work.

Table OA-2 — Question No. 10 (OLDER ADULTS) T=68
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	R	P
Low cost	23	33.8
College of Alameda is close to where I live	25	36.8
Prefer the quarter system to the semester system	19	27.9
My friends were enrolled or planning to enroll	4	5.9
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	23	33.8
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	12	17.6
The size of the campus	4	5.9
The atmosphere of the College	8	11.8
Wasn't sure what else to do	2	2.9
Couldn't find a job so decided to go to school	3	4.4
Didn't qualify for admission to a four-year college	3	4.4
College of Alameda is close to where I work	6	8.8
Advice of my friends	3	4.4
Advice of a high school counselor or teacher	2	2.9
My parents wanted me to attend	0	.0
To test my ability to do college work	17	25.0
Didn't have anything better to do	3	4.4
Other	23	33.8

Degree or Other Objective (Refer to Table OA-3)

The older adults were less degree or transfer oriented than the respondents in the total survey population. Forty (60.6%) of the older adults planned to take classes they would enjoy or to help them on the job, eleven (16.7%) planned to transfer either with or without an AA/AS degree, and seven (10.6%) planned to earn an AA or AS degree in an occupational program. (Note that in the previous question 23 older adults indicated that they had come to the College to enroll in a specific occupational program.)

Table OA-3 — Question No. 11 (OLDER ADULTS) T=68 R=66 P=97.1
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	22	33.3
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	18	27.3
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.).	7	10.6
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university.	0	.0
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university.	5	7.6
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	6	9.1
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	2	3.0
Other (Please specify: _____)	6	9.1

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Interest in Majors Not Currently Offered at the College of Alameda (Refer to Table OA-4)

With the exception of Ethnic Studies, the majors listed in Table OA-4 were taken from the College of Alameda Five-Year Master Plan. When reference is made to Table OA-4, note the small number of older adults who responded to the question.

The older adults exhibited very little interest in working for a degree or taking classes in any of the potential majors.

Table OA-4 — Question No. 14 (OLDER ADULTS) T=68
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	24	35.3	3	12.5	7	29.2	14	58.3
Earth Sciences	22	32.4	1	4.5	9	40.9	12	54.5
Geology	21	30.9	1	4.8	10	47.6	10	47.6
Instructional Services (Media Aide)	24	35.3	3	12.5	7	29.2	14	58.3
Insurance	21	30.9	1	4.8	2	9.5	18	85.7
Nautical Science	20	29.4	0	.0	4	20.0	16	80.0
Religious Studies	27	39.7	4	14.8	8	29.6	15	55.0
Ethnic Studies	24	35.3	2	8.3	7	29.2	15	62.5
Women's Studies	28	41.2	1	3.6	8	28.6	19	67.9

Comparison Between Times When Older Adults Attended Classes and Times When They Would Prefer to Attend (Refer to Tables OA-5 and OA-6)

The older adult respondents appeared to be relatively satisfied with the times when they were attending classes. If given their preferences, fewer older adults would take classes all day or in the evening only. Seven respondents indicated that it did not matter.

Table OA-5 — Question No 15a (OLDER ADULTS) T=68 R=67 P=98.5
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Time	N	R%
Morning only (8 a.m. - 12 noon)	14	20.9
Afternoon only (12 noon - 3 p.m.)	8	11.9
Morning and afternoon (8 a.m. - 3 p.m.)	10	14.9
Late afternoon only (3 p.m. - 6 p.m.)	4	6.0
Evening only (6 p.m. - 10 p.m.)	16	23.9
Saturday only (8 a.m. - 1 p.m.)	1	1.5
Day and evening	8	11.9
Day and Saturday	0	.0
Evening and Saturday	3	4.5
Other	3	4.5

Table OA-6 — Question No. 15b (OLDER ADULTS) T=68 R=66 P=97.1
I WOULD PREFER TO TAKE CLASSES IN THE:

Time	N	R%
Morning only (8 a.m. - 12 noon)	16	24.2
Afternoon only (12 noon - 3 p.m.)	8	12.1
Morning and afternoon (8 a.m. - 3 p.m.)	5	7.6
Late afternoon only (3 p.m. - 6 p.m.)	5	7.6
Evening only (6 p.m. - 10 p.m.)	13	19.7
Saturday only (8 a.m. - 1 p.m.)	2	3.0
Day and evening	5	7.6
Day and Saturday	0	.0
Evening and Saturday	4	6.1
It doesn't matter	7	10.6
Other	1	1.5

Location of Classes Attended and Preference of Location

Although forty-eight older adult students were enrolled in classes on the College campus at the time of the survey, only thirty-three indicated a preference for on-campus classes. Six respondents expressed a preference for both on-campus and off-campus classes, and nine stated that it did not matter.

Instructional Needs (Refer to Table OA-7)

The response choices represented in Table OA-7 were not mutually exclusive. An average of 50 older adults (73.5%) responded to each of the items in the question related to instructional needs.

Although development of better study skills and habits and self-improvement classes were important to the older adult respondents, they showed an even greater need for speed reading and improvement of basic reading, writing, and math skills. Their expressed needs in almost all areas, however, were not as great as those of the total survey population. The least apparent needs were for special assistance in getting into a non-traditional career, a career planning class, and a Saturday family reading program.

Table OA-7 — Question No. 16 (OLDER ADULTS) T=68:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Improve basic reading and writing skills	54	79.4	22	40.7	18	33.3	14	25.9	0	.0
Improve basic math skills	54	79.4	20	37.0	20	37.0	13	24.1	1	1.9
Develop better study skills and habits	48	70.6	19	39.6	19	39.6	9	18.8	1	2.1
Speed reading	54	79.4	22	40.7	20	37.0	10	18.5	2	3.7
Take a Saturday family reading program (to improve basic reading skills)	45	66.2	5	11.1	4	8.9	26	57.8	10	22.2
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	55	80.9	10	18.2	22	40.0	14	25.5	9	16.9
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	49	72.1	9	18.4	13	26.5	22	44.9	5	10.2
Take a class in how to use the library	47	69.1	5	10.6	16	34.0	22	46.8	4	8.5
Take a career planning class	47	69.1	6	12.8	10	21.3	26	55.3	5	10.6
Make use of a career education center or career library	50	73.5	6	12.0	13	26.0	22	44.0	9	18.0
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	48	70.6	3	6.3	7	14.6	32	66.7	6	12.5
Talk with my instructors on a regular basis outside of class to discuss my progress	50	73.5	13	26.0	13	26.0	19	38.0	5	10.0
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	49	72.1	10	20.4	15	30.6	19	38.8	5	10.2

Counseling Needs (Refer to Table OA-8)

The response choices represented in Table OA-8 were not mutually exclusive. An average of 49 older adults (72.1%) responded to each of the items in the question related to availability and functions of counselors, and counselors with special training or characteristics. In general, counseling needs of the older adults were considerably less than those expressed by the total Survey population.

Availability. Forty-four percent of the older adults thought it was important or very important to have counselors available in the evening, and 30.6% thought it was important or very important to have counselors available on Saturdays.

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Function. Most of the older adults who responded to the question did not exhibit a great need to seek assistance from a counselor. The greatest needs of those older adults who did seek counseling assistance were for academic programming, testing, assistance in transferring to a four-year college, and to improve study habits and skills. The least apparent need was to talk with a counselor for personal reasons.

Special Training or Characteristics. Although there was no great need to talk with a counselor with specialized training or other characteristics, sixteen older adults indicated that they would prefer to talk with a male counselor (ten would prefer to talk with a female counselor) and thirteen indicated that it was important or very important to talk with a student who has been trained as a peer counselor. Eight older adults (11.8%) preferred not to talk with any counselor.

Table OA-8 — Question No. 18 (OLDER ADULTS) T=68:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Have counselors available in the evenings	50	73.5	12	24.0	10	20.0	23	46.0	5	10.0
Have counselors available on Saturdays	49	72.1	8	16.3	7	14.3	25	51.0	9	18.4
Talk with a counselor to help me plan the classes I should take	52	76.5	14	26.9	13	25.0	23	44.2	2	3.8
Talk with a counselor to help me with my plans to transfer to a four-year college	53	77.9	13	24.5	10	18.9	23	43.4	7	13.2
Talk with a counselor for personal reasons	45	66.2	5	11.1	6	13.3	28	62.2	6	13.3
Talk with a counselor who is specially trained to work with disabled students	47	69.1	3	6.4	4	8.5	34	72.3	6	12.8
Take an interest, aptitude, I.Q. or diagnostic test	50	73.5	11	22.0	13	26.0	22	44.0	4	8.0
Have someone help me to learn to study better	51	75.0	11	21.6	13	25.5	25	49.0	2	3.9
Talk with a student who has been trained as a peer counselor	49	72.1	6	12.2	7	14.3	29	59.2	7	14.3
Prefer to talk with a male counselor	51	75.0	7	13.7	9	17.6	28	54.9	7	13.7
Prefer to talk with a female counselor	50	73.5	6	12.0	4	8.0	33	66.0	7	14.0
Prefer to talk with a minority counselor	45	66.2	2	4.4	4	8.9	32	71.1	7	15.6
Prefer not to talk with any counselor	8	11.8	8	100.0	0	0.0	00	00.0	0	00.0
Why not?										

The Need to Rap

When asked if they felt the need to talk about whatever was on their respective minds more than they were already able to, 35 (51.5%) of the older adults indicated that they did not have that particular need. Twelve of the older adults thought the need could best be met in individual sessions with a counselor. Ten (14.7%) respondents thought the need could best be met in classes, and eight older adults (11.8%) thought the need to rap could best be met in groups led by counselors or in special psychology courses.

General Opinions

Over 70% of the older adults were not aware of the College's due process/grievance procedures.

Ninety-five percent of the respondents indicated that information such as requirements for an AA or AS degree, transferability of classes, etc. should be listed in the Schedule of Classes.

Over 94% of the older adults were satisfied with the College grading policy, and 88.9% were satisfied with the class attendance policy.

Housing Referral Service

Only 22.2% of the older adults would make use of a housing referral service as compared with 54.7% of the total survey population who would make use of this service.

Child Care

Of 60 respondents to the question, 59 older adults did not need a child care service.

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Employment Needs

Ten older adults (14.7%) indicated that they needed assistance in finding a job while they were enrolled at the College, and six would prefer a part-time job. Fifty percent of the respondents in the total survey population expressed a need for employment assistance while enrolled at the College.

Thirteen older adults thought they would need assistance in finding a job after they completed their studies at the College. Of those, six would prefer a part-time job, five would prefer a full-time job, eight expected to find a job related to their respective areas of study, four expected their instructors to help them find jobs, and four expected the College Placement Office to help them find jobs.

Financial Aid (Refer to Table OA-9)

Well over two-thirds of the older adults who responded to the question indicated that financial assistance was not important. Twelve older adults had applied for financial assistance.

Table OA-9 — Question No. 24a (OLDER ADULTS) T=68:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	59	86.8	7	11.9	7	11.9	45	76.3
Financial assistance for meals on campus	53	77.9	4	7.5	5	9.4	44	83.0
Financial assistance for transportation to and from campus	54	79.4	5	9.3	4	7.4	45	83.3
Financial assistance for other expenses such as housing, dental, medical care, etc.	52	76.5	5	9.6	3	5.8	44	84.6

Extra-Curricular Activities

Over 63% of the older adults as compared with 49.2% of the total survey respondents were not interested in extra-curricular activities. Ten respondents (14.7%) were interested in clubs and organizations, five (7.4%) would like to participate in on-campus recreational activities, four (5.9%) were interested in student government, and one (1.5%) would like to participate in intercollegiate athletics.

Facilities (Refer to Table OA-10)

The older adult respondents showed the greatest interest in a place to relax between classes and a quiet place to study other than the library, but to a considerably lesser extent than the total survey population.

Table OA-10 — Question No. 27 (OLDER ADULTS) T=68:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	53	77.9	28	52.8	25	47.2
A place to meet other people	44	64.7	21	47.7	23	52.3
A men's resource center	34	50.0	5	14.7	29	85.3
A women's resource center	38	55.9	10	26.3	28	73.7
A place to meditate	42	61.8	14	33.3	28	66.7
A place to relax between classes	52	76.5	29	55.8	23	44.2

Supplemental Learning Aids (Refer to Table OA-11)

Most of the respondents to the question indicated that they would make use of a variety of learning aids, but not to the extent seen in the total survey population. The aids which received the most frequent responses were instructional TV or video tape (in the classroom) and televised classes (shown on TV in your home.)

Table OA-11 — Question No. 28 (OLDER ADULTS) T=68:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	51	75.0	28	54.9	12	23.5	11	21.6
Individualized self-paced courses	49	72.1	24	49.0	13	26.5	12	24.5
Short courses	49	72.1	25	51.0	9	18.4	15	30.6
Special workshops	51	75.0	27	52.9	12	23.5	12	23.5
Televised classes (shown on TV in your home)	49	72.1	27	55.1	12	24.5	10	20.4
Use of instructional media (TV, tapes, films, etc.)	53	77.9	28	52.8	10	18.9	15	28.3

Learning Assistance Programs (Refer to Table OA-12)

Older adults did not express a great need for any of the learning assistance programs. The items which received the most frequent responses were for a personalized survival skills program (to improve basic reading and math skills), small group tutoring (with others who have similar needs), and one-to-one tutoring in a specific academic area of study.

Table OA-12 — Question No. 29 (OLDER ADULTS) T=68:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	16	23.5
One-to-one tutoring in an occupational area (automotive, etc.) of study	7	10.3
A personalized survival skills program (to improve basic reading and math skills) with close supervision	17	25.0
An independent individualized program (with little or no supervision)	4	5.9
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	12	17.6
Small group tutoring (with others who have similar needs)	17	25.0
Other	1	1.5

SUMMARY

Demographic and Other Characteristics

The older adult population (age 50 or older) represented 68 respondents or 4.3% of the total Educational Needs Assessment population of 1615 students.

Approximately two-thirds of the 68 older adults were women, and two-thirds were White/Caucasian.

Ten (15.2%) of the older adults spoke English as a second language, twenty-three (34.3%) were veterans, and four (6.3%) had a health or learning problem which limited their activities.

Nearly two-thirds of the older adults were continuing students, and nearly two-thirds were enrolled in fewer than 12 units.

Reasons most frequently given by older adults for choosing to attend the College were the proximity of the College to their respective residences, low cost, and to enroll in a specific occupational program.

Over 60% of the older adults planned to take classes they would enjoy or to help them on the job.

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Instructional Needs

The older adults most frequently expressed the need for speed reading, and to improve their basic reading, writing and math skills. They were also interested in developing better study skills and habits and in self-improvement classes.

The older adults indicated that they would make use of a variety of learning aids, particularly TV or video tape in the classroom and televised classes shown in their homes.

The older adults did not express a great need for a tutorial or any other learning assistance program.

Support Service Needs

Fewer than half of the older adult respondents to the question thought it was important to have counselors available in the evenings and/or on Saturdays. Similarly, they did not express a great need to seek assistance from a counselor. The needs of older adults who did seek assistance were for academic programming, testing, and assistance in transferring to a four-year college.

Most of the older adults did not express a need for a housing referral service, child care, assistance with employment, or financial aid.

Nearly two-thirds of the older respondents were not interested in extra-curricular activities.

Over half of the respondents to the question would use a quiet place to study other than the library, and a place to relax between classes.

Other

Over 70% of the older adults were not aware of the due process/grievance procedures.

The vast majority of the older adults were satisfied with the College grading and class attendance policies.

OUTREACH STUDENTS

(Ralph Kearney)

For the purpose of this survey an outreach student is one who attends classes away from what is usually considered the College of Alameda campus. Classes have been held typically at the Kaiser Center in Oakland, the Naval Air Station in Alameda, and a variety of other locations in the East Bay area.

When considering the results of this questionnaire, it should be remembered that outreach students comprised only 3.9% of the total Educational Needs Assessment sample, or 61 students out of a total of 1615.

Demographic Characteristics (Refer to Tables OR-1, OR-2, OR-3)

The largest group of outreach students (23.7%) was in the 50 or older age category. Slightly over 20% of the respondents were in the 28-34 year old group. In the total survey population, the 19-21 year old group was the largest with 31% of the respondents. The 50 or older group in the total survey population was comprised of 4.3% of the respondents.

Slightly over 37% of the outreach respondents were Black, 42.4% were White, and 13.6% represented other minority groups. In the total survey population, Black students comprised 36.3% of the group, White students accounted for 40% of the total group, and 19.1% were members of other minority groups.

Finally, 80% of the outreach students were female and 20% were male. In the entire survey population, 57.1% of the respondents were female and 42.9% were male.

Table OUT-1 — Question No. 1 (OUTREACH) T=61 R=59 P=96.7
HOW OLD ARE YOU?

Age	N	R%
16 - 18	0	.0
19 - 21	10	16.9
22 - 24	5	8.5
25 - 27	10	16.9
28 - 34	12	20.3
35 - 41	3	5.1
42 - 49	5	8.5
50 or older	14	23.7

Table OUT-2 — Question No. 2 (OUTREACH) T= 61 R= 55 P=90.2
SEX

Response	N	R%
Male	11	20.0
Female	44	80.0

Table OUT-3 — Question No. 3 (OUTREACH) T=61 R=59 P=96.7
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	N	R%
American Indian/Native American	1	1.7
Black/Afro-American	22	37.3
Chicano/Latin American	4	6.8
Oriental/Asian American	4	6.8
White/Caucasian	25	42.4
Other (Please specify: _____)	3	5.1

Enrollment Status

Slightly over 53.3% of the outreach students were enrolled in their first quarter at the College of Alameda, 6.7% had enrolled before but had received no credit, and 40% were continuing students. The total survey population was comprised of 37% first quarter students.

Why did Students Choose to Attend COA? (Refer to Table OR-4)

The response choices represented in Table OR-4 were not mutually exclusive. Students could and did respond to more than one item of the question. Although there was no one overwhelming reason for attending the College of Alameda, 18% of the outreach students chose to attend the College primarily because it is on the quarter system, 16.4% chose to attend because the College is close to where they work or live, and 11.5% intended to enroll in specific occupational programs.

Table OUT-4 — Question No. 10 (OUTREACH) T=61
MY REASONS FOR COMING TO THE COLLEGE OF ALAMEDA WERE:

Reasons	R	P
Low cost	8	13.1
College of Alameda is close to where I live	7	11.5
Prefer the quarter system to the semester system	11	18.0
My friends were enrolled or planning to enroll	3	4.9
To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda	7	11.5
To qualify for some kind of funding (VA benefits, grants, work-study, etc.)	3	4.9
The size of the campus	2	3.3
The atmosphere of the College	3	4.9
Wasn't sure what else to do	0	.0
Couldn't find a job so decided to go to school	4	6.6
Didn't qualify for admission to a four-year college	3	4.9
College of Alameda is close to where I work	10	16.4
Advice of my friends	2	3.3
Advice of a high school counselor or teacher	0	.0
My parents wanted me to attend	1	1.6
To test my ability to do college work	7	11.5
Didn't have anything better to do	0	.0
Other	28	45.9

Educatfonal or Degree Objective

Over 52% of the outreach respondents took classes offered by the College of Alameda to improve job related skills with no particular degree in mind. The second largest group of outreach students (18%) took classes solely for personal enjoyment. This can be compared with the total survey population where 17.9% of the respondents were taking classes for job related purposes, and 11.9% were taking classes for enjoyment.

Student Unit Load (Refer to Table OR-5)

Outreach students took a lighter unit load than did the survey group as a whole. For example, most outreach students (66.7%) were enrolled in five units or less, whereas 15% of the entire group took 1-5 units. Also, 10.5% of the outreach students took 12 or more units whereas 60% of all respondents took 12 or more units.

Table OUT-5 Question No. 9 — (OUTREACH) T=61 R=57 P=93.4:
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED.

Response	N	R%
1 - 5 units	38	66.7
6 - 8 units	10	17.5
9 - 11 units	3	5.3
12 or more units	6	10.5

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Interest in Majors Not Currently Offered at the College of Alameda (Refer to Table OR-6)

Mild interest was shown by outreach respondents in working towards a degree in the proposed majors listed in the College of Alameda Five-Year Plan.

Approximately 49% to 89% of the outreach respondents indicated they would not take any classes in the various specific proposed majors. However, some student interest is apparent in that the respondents indicated that they would take some classes from the various majors. Approximately 3.5% to 18% of the outreach respondents indicated an interest in working for a degree in the listed proposed majors.

Table OUT-6 — Question No. 14 (OUTREACH) T=61
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

Major	R	P	I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
			N	R%	N	R%	N	R%
Bilingual Education Aide	28	45.9	5	17.9	4	14.3	19	67.9
Earth Sciences	31	50.8	4	12.9	11	35.5	16	51.6
Geology	28	45.9	2	7.1	6	21.4	20	71.4
Instructional Services (Media Aide)	26	42.6	3	11.5	3	11.5	20	76.9
Insurance	25	41.0	3	12.0	1	4.0	21	84.0
Nautical Science	26	42.6	1	3.8	2	7.7	23	88.5
Religious Studies	28	45.9	4	14.3	4	14.3	20	71.4
Ethnic Studies	33	54.1	2	6.1	15	45.5	16	48.5
Women's Studies	29	47.5	1	3.4	11	37.9	17	58.6

Comparison of Times When Outreach Students Were Attending Classes and Times They Would Prefer to Attend (Refer to Tables OR-7 and OR-8)

Most outreach students were attending classes when they wanted them. For example, 28.8% of the outreach students were taking classes in the evening only and 23.3% of the outreach students indicated that they would prefer to take evening classes.

Table OUT-7 — Question No. 15a (OUTREACH) T=61 R=59 P= 96.7
MOST OF THE CLASSES I AM PRESENTLY TAKING ARE:

Time	N	R%
Morning only (8 a.m. - 12 noon)	5	8.5
Afternoon only (12 noon - 3 p.m.)	14	23.7
Morning and afternoon (8 a.m. - 3 p.m.)	2	3.4
Late afternoon only (3 p.m. - 6 p.m.)	9	15.3
Evening only (6 p.m. - 10 p.m.)	17	28.8
Saturday only (8 a.m. - 1 p.m.)	1	1.7
Day and evening	4	6.8
Day and Saturday	1	1.7
Evening and Saturday	1	1.7
Other	5	8.5

Table OUT-8 — Question No. 15b (OUTREACH) T=61 R=60 P= 98.4
I WOULD PREFER TO TAKE CLASSES IN THE:

Time	N	R%
Morning only (8 a.m. - 12 noon)	7	11.7
Afternoon only (12 noon - 3 p.m.)	7	11.7
Morning and afternoon (8 a.m. - 3 p.m.)	2	3.3
Late afternoon only (3 p.m. - 6 p.m.)	9	15.0
Evening only (6 p.m. - 10 p.m.)	14	23.3
Saturday only (8 a.m. - 1 p.m.)	1	1.7
Day and evening	2	3.3
Day and Saturday	3	5.0
Evening and Saturday	3	5.0
It doesn't matter	8	13.3
Other	4	6.7

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Location of Classes

Outreach students, by definition, were enrolled in off-campus classes. However, 13.1% of the respondents indicated that they would prefer some other location, and 18% had no preference of location.

Instructional Needs (Refer to Table OR-9)

The response choices represented in Table OR-9 were not mutually exclusive. Outreach students indicated that they were interested in improving their reading, math, writing, and self-improvement skills, but to a lesser degree than the total survey population. Outreach students showed little interest in career planning, non-traditional careers, and classes related to use of the library.

Table OUT-9 — Question No. 16 (OUTREACH) T=61:
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Improve basic reading and writing skills	53	86.9	24	45.3	21	39.6	7	13.2	1	1.9
Improve basic math skills	52	85.2	18	34.6	24	46.2	8	15.4	2	3.8
Develop better study skills and habits	51	83.6	20	39.2	19	37.3	11	21.6	1	2.0
Speed reading	53	86.9	18	34.0	23	43.4	10	18.9	2	3.8
Take a Saturday family reading program (to improve basic reading skills)	45	73.8	1	2.2	9	20.0	28	62.2	7	15.6
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	53	86.9	15	28.3	22	41.5	12	22.6	4	7.5
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	49	80.3	5	10.2	16	32.7	23	46.9	5	10.2
Take a class in how to use the library	52	85.2	5	9.6	13	25.0	31	59.6	3	5.8
Take a career planning class	52	85.2	5	9.6	15	28.8	29	55.8	3	5.8
Make use of a career education center or career library	53	86.9	5	9.4	16	30.2	23	43.4	9	17.0
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	54	88.4	5	9.3	9	16.7	36	66.7	4	7.4
Talk with my instructors on a regular basis outside of class to discuss my progress	53	86.9	5	9.4	24	45.3	19	35.8	5	9.4
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	53	86.9	6	11.3	17	32.1	23	43.4	7	13.2

Counseling Needs (Refer to Table OR-10)

The response choices represented in Table OR-10 were not mutually exclusive. Outreach respondents expressed a need for evening counseling and programming assistance. Most outreach students indicated that they would rather not talk with peer counselors or specifically with male or female counselors.

Table OUT-10 — Question No. 18 (OUTREACH) T=61:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Have counselors available in the evenings	52	85.2	13	25.0	16	30.8	18	34.6	5	9.6
Have counselors available on Saturdays	52	85.2	5	9.6	19	36.5	22	42.3	6	11.5
Talk with a counselor to help me plan the classes I should take	54	88.5	7	13.0	24	44.4	20	37.0	3	5.6
Talk with a counselor to help me with my plans to transfer to a four-year college	53	86.9	9	17.0	13	24.5	26	49.1	5	9.4
Talk with a counselor for personal reasons	50	82.0	2	4.0	12	24.0	29	58.0	7	14.0
Talk with a counselor who is specially trained to work with disabled students	52	85.2	5	9.6	5	9.6	34	65.4	8	15.4
Take an interest, aptitude, I.Q. or diagnostic test	52	85.2	8	15.4	10	19.2	30	57.7	4	7.7
Have someone help me to learn to study better	52	85.2	10	19.2	16	30.8	25	48.1	1	1.9
Talk with a student who has been trained as a peer counselor	51	83.6	2	3.9	8	15.7	36	70.6	5	9.8
Prefer to talk with a male counselor	49	80.3	2	4.1	4	8.2	35	71.4	8	16.3
Prefer to talk with a female counselor	50	82.0	2	4.0	7	14.0	33	66.0	8	16.0
Prefer to talk with a minority counselor	45	73.8	2	4.4	4	8.9	33	73.3	6	13.3
Prefer not to talk with any counselor	3	4.9								
Why not?										

Communicating With Others on Campus (Refer to Table OR-11)

Over half of the outreach respondents (52.5%) did not express a need to rap with anyone in particular on campus. However, 18% of the respondents indicated a need to rap in a Women's Center group.

Table OUT-11 — Question No. 19 (OUTREACH) T=61
IF YOU FEEL THE NEED TO RAP (TALK ABOUT WHATEVER IS ON YOUR MIND) MORE THAN YOU ARE ABLE TO NOW WHILE ATTENDING THE COLLEGE OF ALAMEDA, HOW DO YOU THINK THIS COULD BEST BE DONE?

Response	**R**	**P**
Does not apply to me	32	52.5
In classes	3	4.9
Women's center rap groups	11	18.0
Men's center rap groups	0	.0
Groups led by counselors	3	4.9
In special psychology courses	8	13.1
Individual sessions with a counselor	4	6.6
With a peer counselor	4	6.6
Student activities (clubs)	1	1.6

General Opinions (Refer to Table OR-12)

The outreach respondents expressed a strong desire for the inclusion of more general information in the Schedule of Classes. Most of the respondents (89.6%) were satisfied with the College grading policy.

Table OUT-12 — Question No.'s 20a, 20b, 20c, 20d (OUTREACH) T=61:
GENERAL OPINIONS

	R	P	YES N	YES R%	NO N	NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	59	96.7	14	23.7	45	76.3
Do you think information such as requirements for an A.A./A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?	57	93.4	52	91.2	5	8.8
Are you satisfied with the College of Alameda's present grading policy?	44	72.1	42	95.5	2	4.5
Are you satisfied with the College of Alameda's class attendance policy?	48	78.7	43	89.6	5	10.4

Housing Referral Service

Over half of the outreach students (57.4%) indicated that they would not make use of a housing referral service.

Child Care Needs

Only 52.5% of the outreach students answered the question related to the College Child Care Center. Of those who responded to the question, 96.9% indicated that they were not using the Child Care Center.

Employment Needs (Refer to Tables OR-13 and OR-14)

Most outreach respondents (84.2%) did not need assistance in finding a job while they were enrolled at the College of Alameda, and 78.6% indicated they would not need assistance in finding a job after completing their studies at the College.

Table OUT-13 — Question No. 23a (OUTREACH) T=61:
NEED FOR EMPLOYMENT ASSISTANCE WHILE CURRENTLY ENROLLED

Question/Response	R	P	N	R%
Do you need assistance in finding a job while you are enrolled at the College of Alameda	57	93.4	—	—
YES	—	—	9	15.8
NO	—	—	48	84.2
If YES, please check one of the following:	10	16.4	—	—
I would prefer a part-time job	—	—	4	40.0
I would prefer a full-time job	—	—	6	60.0

Table OUT-14 — Question No. 23b (OUTREACH) T=61:
NEED FOR EMPLOYMENT ASSISTANCE AFTER COMPLETION OF STUDIES AT COLLEGE OF ALAMEDA

Question/Response	R	P	N	R%
Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda?	56	91.8	—	—
YES	—	—	12	21.4
NO	—	—	44	78.6
If YES, please check as many as apply:				
I would prefer a part-time job	5	8.2	—	—
I would prefer a full-time job	6	9.8	—	—
I expect to find a job related to my area of study at the College of Alameda	5	8.2	—	—
I expect my instructors to help me find a job	2	3.3	—	—
I expect the College Placement Office to help me find a job	1	1.6	—	—
Other comments	3	4.9	—	—

Financial Aid (Refer to Tables OR-15 and OR-16)

Fifty-four, or 88.5% of the total outreach group responded to the question which asked if they had applied for financial assistance. Of the fifty-four respondents, 96.3% indicated that they had not applied for financial assistance at the College of Alameda. Of the fifty-four respondents who did not apply for financial aid, 70.5% indicated that they did not need financial assistance.

Table OUT-15 — Question No. 24a (OUTREACH) T=61:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	59	96.7	16	27.1	7	11.9	36	61.0
Financial assistance for meals on campus	55	90.2	7	12.7	5	9.1	43	78.2
Financial assistance for transportation to and from campus	54	88.5	8	14.8	5	9.3	41	75.9
Financial assistance for other expenses such as housing, dental, medical care, etc.	53	86.9	10	18.9	7	13.2	36	67.9

Table OUT-16 — Question No. 24b (OUTREACH) T= 61 R= 54 P= 88.5:
HAVE YOU APPLIED FOR FINANCIAL ASSISTANCE AT THE COLLEGE OF ALAMEDA?

Response	N	R%
NO	52	96.2
YES	2	3.7

Support Services (Refer to Tables OR-17)

Generally speaking, outreach students exhibited little need for support services on the College of Alameda campus. This probably reflects the fact that outreach students take most of their classes off campus.

Similarly, 67.2% of the outreach respondents indicated that they were not interested in extra-curricular activities.

Table OUT-17 — Question No. 26 (OUTREACH) T=61:
EXTRA-CURRICULAR ACTIVITIES. I WOULD LIKE TO PARTICIPATE IN:

Activity	R	P
Clubs and organizations	5	8.2
Student government	3	4.9
Intercollegiate athletics	5	8.2
On-campus recreational activities	4	6.6
I am not interested in extra-curricular activities	41	67.2

A quiet place to relax, a place to meet other people, a men's resource center, a women's resource center, and a place to meditate were of slight interest to outreach students. However, 54.9% of the outreach respondents indicated that they would make use of a place to relax between classes.

Specialized Learning Aids and Learning Assistance (Refer to Table OR-19)

Most outreach students, 68.9% to 95.1%, expressed little interest in learning aids offered in question 29.

Table OUT-19 — Question No. 29 (OUTREACH) T=61:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	14	23.0
One-to-one tutoring in an occupational area (automotive, etc.) of study	5	8.2
A personalized survival skills program (to improve basic reading and math skills) with close supervision	15	24.6
An independent individualized program (with little or no supervision)	12	19.7
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	14	23.0
Small group tutoring (with others who have similar needs)	19	31.1
Other	3	4.9

SUMMARY

Demographic and Other Characteristics

The outreach student population represented 61 respondents or 3.9% of the total Educational Needs Assessment population of 1615 students.

Approximately one-quarter of the outreach students were 50 years old or older. Slightly over 37% were Black and 42.4% were White.

Female and male outreach students were represented by 80% and 20% respectively.

Slightly over 53.3% of the outreach students were enrolled in their first quarter at the College of Alameda. Nearly seven percent had enrolled before but had received no credit, and 40% were continuing students.

Reasons most frequently given by outreach students for choosing to attend the College of Alameda were proximity of the College to their respective residences, because the College is on the quarter system and because of specific occupational programs offered by the College.

Instructional Needs

Over half of the outreach students took classes offered by the College to improve job-related skills with no particular degree in mind. They were also interested in taking classes solely for their personal enjoyment.

Two-thirds of all outreach students were enrolled in five units or less.

Outreach students showed little interest in career planning, non-traditional careers, and classes related to use of the library.

Support Service Needs

Outreach students expressed a need for evening counseling and programming assistance. Most outreach students indicated they would rather not talk with peer counselors or specifically with male or female counselors.

Only 52.5% of the outreach students answered the question related to the College Child Care Center. Of those who responded to the question, 96.9% indicated that they were not using the Child Care Center.

Most outreach respondents (84.2%) did not need assistance in finding a job while they were enrolled at the College.

Generally speaking, outreach students exhibited little need for support services on the College campus. Similarly, 67.2% of the outreach respondents indicated that they were not interested in extra-curricular activities.

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VETERAN STUDENT RESPONDENTS

(James Annas)

Population

The veteran student survey population consists of respondents who served in the Armed Forces of the United States. Of the 1615 respondents to the questionnaire, 340 or 21.3% were identified as veteran students.

Age (Refer to Table VET-1)

Of 334 respondents to this question, 67.5% were between the ages of 22 and 34 years old. The median age of the veteran population was age 28.

Table VET-1 — Question No. 1 (VETERANS) T=340 R=334 P=98.2
HOW OLD ARE YOU?

Age	N	R%
16 - 18	5	1.5
19 - 21	11	3.3
22 - 24	72	21.6
25 - 27	70	21.0
28 - 34	83	24.9
35 - 41	36	10.8
42 - 49	34	10.2
50 or older	23	6.9

Sex

Two hundred eighty-two (90.2%) of the veteran students indicated that they were male and thirty (9.6%) indicated that they were female. The total survey respondent ratio was 57.1% female to 42.9% male. However, the survey response is consistent with information in the Veteran Affairs Office.

Ethnic Composition (Refer to Table VET-2)

The ethnic distribution for veteran students was not unlike that of the response for the total survey group. Some 46.1% of the veteran respondents were Caucasian and 53.9% were from all other ethnic groups.

Table VET-2 — Question No. 3 (VETERANS) T=340 R=336 P=98.8
WHAT DO YOU CONSIDER AS YOUR PRIMARY ETHNIC GROUP?

Response	N	R%
American Indian/Native American	7	2.1
Black/Afro-American	116	34.5
Chicano/Latin American	18	5.4
Oriental/Asian American	24	7.1
White/Caucasian	155	46.1
Other (Please specify: _____)	16	4.8

English as a Second Language

Two hundred ninety-one of the veteran students (86.6%) indicated that English was the first language they learned to speak and forty-five (13.4%) indicated they had first learned to speak a language other than English.

Students Indicating Disabling Conditions or Recurrent Health Problems (Refer to Table VET-3)

Of the 339 veteran students who responded to this question, 36 (10.6%) indicated they consider themselves to have some kind of disabling condition or recurrent health problem.

Of the total survey respondents (1615), 129 or 8% indicated that they had similar problems. However, of the 129 students answering affirmatively to this question (#6a), 27.9% were veterans.

Table VET-3 — Question No. 6a (VETERANS) T=340 R=339 P=99.7:
DO YOU HAVE ANY KIND OF DISABLING CONDITION OR RECURRENT HEALTH PROBLEM?

Response	N	R%
YES	36	10.6
NO	303	89.4

Severe Learning Problems (Refer to Table VET-5)

Three hundred nineteen of the veteran students considered themselves not to have a severe learning problem.

Table VET-5 — Question No. 6b (VETERANS) T=340 R =336 P=98.8:
DO YOU HAVE ANY SEVERE LEARNING PROBLEMS?

Response	N	R%
YES	17	5.1
NO	319	94.9

Enrollment Status (Refer to Tables VET-6 and VET-7)

Of the 338 students who responded to this question, 148 or 43.7% had been enrolled for four or more quarters. This contrasted radically with the total survey population which indicated that only 25.3% had completed four or more quarters. Of the 335 veteran students responding to question #9, 225 or 67.2% were enrolled in 12 or more units. Of the non-veteran students responding to the same question, only 58% were enrolled in 12 units or more.

Table VET-6 — Question No. 7 (VETERANS) T=340 R=338 P=99.4:
ENROLLMENT STATUS

Status	N	R%
This is the first quarter I have enrolled at the College of Alameda	69	20.4
I have enrolled before at the College of Alameda, but received no credit	15	4.4
I am a continuing student. I have completed the following number of quarters at the College of Alameda:		
one quarter	35	10.4
two or three quarters	71	21.0
four to six quarters	86	25.4
more than six quarters	62	18.3

Table VET-7 Question No. 9 — (VETERANS) T=340 R=335 P=98.5:
NUMBER OF UNITS IN WHICH CURRENTLY ENROLLED.

Response	N	R%
1 - 5 units	32	9.6
6 - 8 units	13	3.9
9 - 11 units	65	19.4
12 or more units	225	67.2

Educational Objective (Refer to Table VET-8)

The veteran students were primarily interested in a degree or certificate program. One hundred eighty-four (55%) planned to take classes leading toward an AA/AS degree or certificate, sixty-three (18.8%) indicated they were taking classes to help them on the job, and forty (11.9%) took classes for enjoyment, with no particular degree objective in mind. Of the 184 veterans pursuing an AA/AS degree, approximately 54% of them were interested in an academic area and 46% were interested in occupational programs.

Table VET-8 — Question No. 11 (VET) T=340 R=335 P=98.5
DEGREE OR OTHER OBJECTIVE WHILE ENROLLED AT COLLEGE OF ALAMEDA

Objective	N	R%
Take classes I would enjoy, with no particular degree in mind	40	11.9
Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind	63	18.8
Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.).	83	24.8
Earn an A.A. or A. S. degree in academic area (history, English, etc.) with **no plans to transfer** to a four-year college or university	25	7.5
Earn an A.A. or A.S. degree in an academic area **and** transfer to a four-year college or university	76	22.7
Transfer to a four-year college or university **without obtaining** an A.A. or A.S. degree	27	8.1
Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college	5	1.5
Other (Please specify: _____)	16	4.8

Interest in Majors Not Currently Offered at COA (Refer to Table VET-9)

With the exception of business as a chosen or intended major (81 veteran students indicated in a previous question that business was their intended major), the proposed majors of ethnic studies, bilingual educational aide, instructional services (media aide), nautical science, and earth sciences drew more responses than any of the established majors.

Table VET-9 — Question No. 14 (VETERANS) T=340:
INTEREST IN MAJORS NOT CURRENTLY OFFERED AT THE COLLEGE OF ALAMEDA

			I would like to work for an A.A. degree in this area		I would take some classes, but probably not work for an A.A. degree		I would probably not take any of the classes in this area	
Major	R	P	N	R%	N	R%	N	R%
Bilingual Education Aide	179	52.6	21	11.7	40	22.3	118	65.9
Earth Sciences	188	55.3	16	8.5	73	38.8	99	52.7
Geology	170	50.0	6	3.5	60	35.3	104	61.2
Instructional Services (Media Aide)	167	49.1	7	4.2	38	22.8	122	73.1
Insurance	184	54.1	17	9.2	56	30.4	111	60.3
Nautical Science	179	52.6	17	9.5	54	30.2	108	60.3
Religious Studies	173	50.9	7	4.0	45	26.0	121	69.9
Ethnic Studies	191	56.2	21	11.0	58	30.4	112	58.6
Women's Studies	174	51.2	4	2.3	30	17.2	140	80.5

Comparison of Times When Veteran Students Attended Classes and Times When They Would Prefer to Attend

The veteran students seem to be relatively satisfied with the time arrangement of their classes. If given a choice, however, more veteran students would prefer to take morning only classes; 31.3% answered this way compared with the 25.1% who were enrolled in morning classes.

Instructional Needs (Refer to Table VET-10)

The response to this list of needs indicates that most veteran students surveyed were very interested in improving their abilities in basic reading, writing, math, speed reading, and study skills. Veteran students also showed a strong interest in self-improvement courses, college orientation classes, career planning and related facilities, and the opportunity to discuss academic progress and job prospects with instructors.

Table VET-10 — Question No. 16 (VETERANS) T=340
INSTRUCTIONAL NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

			Very Important (need)		Important (can use)		Unimportant (don't need)		Don't Know	
Needs	**R**	**P**	**N**	**R%**	**N**	**R%**	**N**	**R%**	**N**	**R%**
Improve basic reading and writing skills	320	94.1	143	44.7	102	31.9	70	21.9	5	1.6
Improve basic math skills	320	94.1	135	42.2	114	35.6	66	20.6	5	1.6
Develop better study skills and habits	316	92.9	146	46.2	117	37.0	49	15.5	4	1.3
Speed reading	319	93.8	115	36.1	124	38.9	68	21.3	12	3.8
Take a Saturday family reading program (to improve basic reading skills)	299	87.9	24	8.0	54	18.1	172	57.5	49	16.4
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	306	90.0	38	12.4	118	38.6	109	35.6	41	13.4
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	299	87.9	50	16.7	100	33.4	119	39.8	30	10.0
Take a class in how to use the library	297	87.4	23	7.7	98	33.0	154	51.9	22	7.4
Take a career planning class	299	87.9	48	16.1	109	36.5	129	43.1	13	4.3
Make use of a career education center or career library	298	87.6	42	14.1	117	39.3	111	37.2	28	9.4
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.)	294	86.5	29	9.9	53	18.0	172	58.5	40	13.6
Talk with my instructors on a regular basis outside of class to discuss my progress	301	88.6	61	20.3	125	41.5	94	31.2	21	7.0
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	306	90.0	89	29.1	115	37.6	83	27.1	19	6.2

Counseling Needs (Refer to Table VET-11)

Veteran students indicated counseling needs in the same order and in approximately the same percentage as the total survey population. The preferences were program planning (74.1%), transfer planning (61.5%), evening counseling (55.2%) and study skills improvement assistance (52.8%).

Table VET-11 — Question No. 18 (VETERANS) T=340:
COUNSELING NEEDS. HOW IMPORTANT TO YOU NOW ARE EACH OF THE FOLLOWING?

Needs	R	P	Very Important (need) N	Very Important (need) R%	Important (can use) N	Important (can use) R%	Unimportant (don't need) N	Unimportant (don't need) R%	Don't Know N	Don't Know R%
Have counselors available in the evenings	315	92.6	71	22.5	103	32.7	117	37.1	24	7.6
Have counselors available on Saturdays	296	87.1	32	10.8	63	21.3	156	52.7	45	15.2
Talk with a counselor to help me plan the classes I should take	313	92.1	115	36.7	117	37.4	74	23.6	7	2.2
Talk with a counselor to help me with my plans to transfer to a four-year college	309	90.9	111	35.9	79	25.6	100	32.4	19	6.1
Talk with a counselor for personal reasons	304	89.4	38	12.5	69	22.7	174	57.2	23	7.6
Talk with a counselor who is specially trained to work with disabled students	301	88.5	33	11.0	45	15.0	193	64.1	30	10.0
Take an interest, aptitude, I.Q. or diagnostic test	303	89.1	42	13.9	90	29.7	147	48.5	24	7.9
Have someone help me to learn to study better	303	89.1	60	19.8	100	33.0	126	41.6	17	5.6
Talk with a student who has been trained as a peer counselor	300	88.2	130	10.0	77	25.7	161	53.7	32	10.7
Prefer to talk with a male counselor	299	87.9	128	9.4	46	15.4	170	56.9	55	18.4
Prefer to talk with a female counselor	293	86.2	126	8.9	43	14.7	169	57.7	55	18.8
Prefer to talk with a minority counselor	286	84.1	26	9.1	46	16.1	169	59.1	45	15.7
Prefer not to talk with any counselor	62	18.2	62	100.0						
Why not?										

Communicating with Others on Campus

One hundred ninety-four of the veteran students (57.1%) responding felt that the need to "rap" did not apply to them. When veteran students did respond positively to the need to "rap", they chose individual sessions with a counselor and/or groups led by counselors as their environment for "rapping".

General Opinions (Refer to Table VET-12)

Over 66% of the veterans responding indicated they were not aware of the college's due process/grievance procedures. Ninety-one percent of the respondents indicated that information such as requirements for an AA or AS degree, transferability of classes, etc. should be listed in the Schedule of Classes. Almost 90% of the respondents were content with the grading policy, and 85% were satisfied with the class attendance policy.

Table VET-12 — Question No.'s 20a, 20b, 20c, 20d. (VETERANS) T=340
GENERAL OPINIONS

	R	P	YES N	YES R%	NO N	NO R%
Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?	315	92.6	106	33.7	209	66.3
Do you think information such as requirements for an A.A./A.S. Degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes	326	95.9	299	91.7	27	8.3
Are you satisfied with the College of Alameda's present grading policy?	322	94.7	289	89.8	33	10.2
Are you satisfied with the College of Alameda's class attendance policy?	330	97.1	297	84.5	51	15.5

Housing Referral Service

Only 44.6% of the veteran respondents would make use of a housing referral service as compared with 54.7% of the total student respondents.

Child Care Services

Veteran students indicated little interest (10.3% answering yes) in the need for child care services.

Employment Needs

Of the 313 veteran students who responded to the question, 36.7% indicated they needed assistance in finding a job while at COA. The majority of the respondents (64.3%) indicated that their primary interest was in part-time employment. Of the 312 veterans who responded to the question relating to the need for assistance in finding a job after competion of studies at the College, 40% indicated they would need assistance in finding a job. This is substantially less than the 54.7% of the total survey respondents who answered yes to the same question. Most respondents preferred a full-time job. Only 18.9% of the veterans expected some sort of help from the college in finding a job.

Financial Aid (Refer to Table VET-13)

The greatest need for financial assistance expressed by veterans was for books and supplies (46.4%). Veterans also expressed financial assistance for housing, dental, and medical care, etc. (43.3%), transportation (32.6%), and meals (32%). The need for financial assistance by veterans was not, however, as great as for the total survey respondents.

Table VET-13 — Question No. 24a (VETERANS) T=340:
IMPORTANCE OF FINANCIAL ASSISTANCE

Type of Assistance	R	P	Very Important N	Very Important R%	Important N	Important R%	Not Important N	Not Important R%
Financial assistance for books and supplies	313	92.1	101	32.3	44	14.1	168	53.7
Financial assistance for meals on campus	303	89.1	59	19.5	38	12.5	206	68.0
Financial assistance for transportation to and from campus	298	87.6	56	18.8	41	13.8	201	67.4
Financial assistance for other expenses such as housing, dental, medical care, etc.	305	89.7	87	28.5	45	14.8	173	56.7

Extra-Curricular Activities

While the responses to this question were not mutually exclusive, 54.4% of the veteran students did indicate that they were not interested in extra-curricular activities.

Facilities (Refer to Table VET-14)

The veterans' preference with regard to facilities were, overwhelmingly, a place to relax between classes (72.7%), a quiet place to study (71.4%), and a place to meet other people (59.8%). Veteran respondents were least interested in a Women's Resource Center (25.5%).

Table VET-14 — Question No. 27 (VETERANS) T=340:
FACILITIES. WOULD YOU MAKE USE OF ANY OF THE FOLLOWING?

Facility	R	P	YES N	YES R%	NO N	NO R%
A quiet place to study (other than the library)	301	88.5	215	71.4	86	28.6
A place to meet other people	261	76.8	156	59.8	105	40.2
A men's resource center	239	70.3	110	46.0	129	54.0
A women's resource center	213	62.6	50	23.5	163	76.5
A place to meditate	251	73.8	104	41.4	147	58.6
A place to relax between classes	289	85.0	210	72.7	79	27.3

Specialized Learning Opportunities and Learning Assistance (Refer to Tables VET-15 and VET-16)

Most veteran students indicated interest in taking advantage of specialized learning opportunities. They also indicated interest in one-to-one or small group tutoring study sessions as well as personalized survival skills programs.

Table VET-15 — Question No. 28 (VETERANS) T=340:
SUPPLEMENTAL LEARNING AIDS. IF EACH OF THE FOLLOWING WERE AVAILABLE WOULD YOU MAKE USE OF THEM?

Learning Opportunity	R	P	YES N	YES R%	NO N	NO R%	DON'T KNOW N	DON'T KNOW R%
Instructional TV or video tape (in the classroom)	305	89.7	216	70.8	42	13.8	47	15.4
Individualized self-paced courses	278	81.8	186	66.9	53	19.1	39	14.0
Short courses	266	78.2	167	62.8	56	21.1	43	16.2
Special workshops	286	84.4	197	68.6	36	12.5	54	18.8
Televised classes (shown on TV in your home)	290	85.3	180	62.1	60	20.7	50	17.2
Use of instructional media (TV, tapes, films, etc.)	291	85.6	218	74.9	26	8.9	47	16.2

Table VET-16 — Question No. 29 (VETERANS) T=340:
I WOULD LIKE TO HAVE THE FOLLOWING LEARNING ASSISTANCE PROGRAMS AVAILABLE FOR MY USE:

Program	R	P
One-to-one tutoring in a specific academic area of study	128	37.6
One-to-one tutoring in an occupational area (automotive, etc.) of study	91	26.8
A personalized survival skills program (to improve basic reading and math skills) with close supervision	113	33.2
An independent individualized program (with little or no supervision)	73	21.5
Learning assistance with related books and learning aids geared to specific classes at the College of Alameda	100	29.4
Small group tutoring (with others who have similar needs)	104	30.6
Other	5	1.5

IV. PERCEIVED EDUCATIONAL NEEDS: CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

In this section we have attempted to pull together the perceived educational needs of the total survey population as well as those of the sub-populations represented in the survey, and to make recommendations based on these perceived needs. The recommendations will therefore be more meaningful to the reader if he or she has read the preceding narrative prior to beginning this section of the report.

In many instances the needs of individual sub-populations (men, women, day, evening, new, continuing, full-time, part-time) closely approximated those of the total survey population. In other cases (minority, ESL, disabled, and EOPS respondents in particular) the perceived educational needs were substantially greater than those of the survey population as a whole. Older adults, and Saturday, outreach and non-degree respondents tended to have needs which were different from and/or not as great as those expressed by the total survey population.

Some of the programs and services we have recommended are already in existence at the College. We have included them, however, to either underscore the importance of their being maintained, or to recommend that they be expanded in scope.

I. INSTRUCTION

A. BASIC SKILLS

Two-thirds of the respondents in the total survey population indicated it was important or very important for them to improve their basic reading and writing skills, improve their basic math skills, develop better study skills and habits, and learn speed reading. These needs were of particular importance to disabled, EOPS, ESL and minority respondents.

RECOMMENDATIONS

1. The College administration should give high priority (including appropriate budgetary support) to the continual development of the basic skills program.

2. Diagnostic testing and referral to appropriate classes should be available to all students on an on-going basis in the areas of basic reading, basic writing, basic math, vocabulary and spelling, English as a Second Language, and speed reading.

   The diagnostic testing should be conducted in an appropriate testing environment, and should include testing instruments geared to the specific needs of students with visual and/or auditory disabilities as well as those students whose primary language is other than English.

   The evaluation and discussion of the results with the students should be presented in a counseling type setting with referral to appropriate classes or programs within the College.

3. Curricula in the areas of basic reading, basic writing, basic math, vocabulary and spelling, grammar, English, and speed reading should be continually evaluated, modified, and expanded to meet the needs of all students.

Wherever possible and/or appropriate, classes in the basic skills should include individual self-paced modules as well as group instruction.

Open labs should be provided and properly staffed for student development in reading, writing, and math.

Classes, labs, and individual self-paced modules in basic skills should make use of appropriate supplementary materials geared to the needs of ESL students and students with visual or auditory disabilities.

In-service training should be provided to all faculty and staff at least once a year to increase their awareness of the problems experienced by students who are educationally unprepared for college work.

The College administration should strive to increase the number of full-time instructors with teaching specialties in the areas of learning and basic skills. Particular consideration should be given to applicants who speak Spanish, Cantonese, and/or Tagalog in addition

to English, and those whose ethnicity is representative of large segments of the total student population. Particular consideration should also be given to applicants who have had previous experiences working with learning disabled students.

The reading component of the basic skills program should be expanded to include an advanced module related to speed reading. This module should be available to evening as well as day students. Only those students who have mastered the basic rudiments of reading should be recommended for enrollment in the speed reading module.

4. The title of the present "Learning Skills" class should be changed to "College Study Skills".

The College Study Skills class should include but not be limited to modules related to motivation, budgeting of time, reading college textbooks for comprehension, listening techniques, and taking objective and subjective examinations.

An advanced module, geared toward students who are planning to transfer to a four-year institution, should be incorporated into the College Study Skills class.

The College Study Skills class should be offered to day and evening students each quarter, and to Saturday students at least one quarter per academic year.

Appropriate instructional media aids related to study skills and geared specifically to the needs of ESL students, and students with visual, auditory and learning disabilities should be developed for use in College Study Skills classes as well as for individual student use in the Learning Resources Center.

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Appropriate instructional media aids related to study skills and geared specifically to the needs of ESL students, and students with visual, auditory and learning disabilities should be developed for use in College Study Skills classes as well as for individual student use in the Learning Resources Center.

B. COMMUNICATION WITH INSTRUCTORS

Two-thirds of the respondents in the total survey population indicated they would like to increase their communication with instructors regarding job opportunities in their respective disciplines, recommendations for classes to take, and progress in class. This need was of particular importance to minority, ESL, disabled and EOPS respondents.

RECOMMENDATION

1. Instructors should strive to make an appropriate amount of non-class time available to students in order to increase student-instructor communication in those areas where the instructor's expertise and/or experience would be of great benefit to the student. Examples of this type of communication could include the instructor's knowledge of job opportunities in his or her particular discipline as well as advice related to classes which are essential or recommended for entry level employment.

   Instructors should also strive to provide students with an opportunity to discuss their class progress in a non-class environment. To this end full-time instructors should publicize and maintain their posted office hours. Part-time faculty should make appropriate amounts of time available to students outside of class. Students should have the opportunity to evaluate their class progress at any time during the quarter, and instructors should encourage student-instructor interaction early in the quarter and at intervals throughout.

C. WORKSHOPS AND INSTRUCTIONAL MEDIA

Two-thirds of the respondents in the total survey population indicated they would make use of special workshops and a wide variety of instructional aids. Workshops and instructional aids were of particular importance to minority, ESL, disabled, and EOPS respondents.

Between half and two-thirds of the respondents would use individual self-paced courses, short courses, and televised classes at school or at home.

RECOMMENDATIONS

1. The College should provide workshops for groups of students with specialized needs. Examples are:

   a) The Learning and Basic Skills (LABS) Program could offer workshops in math for students with special learning disabilities.

   b) Occupational programs could offer workshops geared to the special needs of disabled students.

   c) Occupational programs could offer workshops geared to specific groups of students with special needs. One example would be an ESL workshop for Cantonese speaking auto mechanics.

   d) The Career Education Center and the College Placement Office could offer special workshops related to job interviewing techniques, resume writing, employment opportunities for disabled students, Affirmative Action laws, opportunities in non-traditional careeers etc.

2. A wide variety of instructional (media) aids should be developed for students with advanced reading and writing skills, as well as those with learning or physical disabilities.

Instructional (media) aids should be widely used in the classroom and should also be available for use on an individual basis by students in the Learning Resources Center.

Instructional (media) aids should include closed circuit TV, video tapes, films and 35 mm slides, audio cassettes, and materials prepared in foreign languages for students whose native language is not English.

Physically disabled students should be provided with special aids such as print magnifying equipment and audio taped lectures with louder than normal volume (without distortion).

Instructors should make greater use of the TV studio in the Leaning Resources Center for class sessions where immediate feedback is valuable.

The College Administration should encourage the use of the TV studio for production of video materials which can be used in classes as well as by individual students in the LRC. This encouragement should be provided in the form of in-service training workshops, funds for the purchase of video tapes, and funds for trained technicians to assist with production.

3. Instructors should be encouraged to modify their classes, when appropriate, to include individual self-paced modules. These modules should include subject matter written at different grade levels for the adult learner.

4. A greater selection of classes of four to eight weeks duration should be offered each quarter.

5. The College should continue to offer televised classes (shown at home) for unit credit.

D. CAREER/SELF-IMPROVEMENT/ORIENTATION CLASSES

Between half and two-thirds of the respondents in the total survey population indicated it was important or very important to: make use of a career education center; take a career planning class; take self-improvement classes and take a college orientation class.

RECOMMENDATIONS

1. The College should maintain the Career Center in the LRC and should continually strive to augment its career library.

Career planning classes should continue to be offered on a regular basis. These classes should include a module geared to increasing the efficiency of the student's individual job-seeking skills.

Students should be encouraged by counselors and Career Center personnel to investigate non-traditional careers as part of the career decision-making process.

Serious consideration should be given to the installation and use of a computerized system to assist students in career decision-making.

2. Self-improvement (personal development) classes such as interpersonal relations, values clarification, assertion training, single parenting, etc. should be offered on a regular basis for AA degree or transfer credit. These classes should be available to day, evening, and Saturday students.

3. College orientation classes for new students should be offered each quarter. Personnel from counseling, financial aid, EOPS, placement, veterans affairs, the Learning Resources Center, Disabled Students Center, and Student Resource Center (formerly the Women's Resource Center) should work together in a coordinated effort to offer an interesting and comprehensive college orientation program. Orientation classes should be available to day, evening, and Saturday students.

Additional orientation workshops should be conducted for students with specialized needs, such as re-entry student, disabled students, and EOPS students.

Counselors and other student personnel staff should develop video and audio materials for individual or class use. These materials should relate to AA degree and transfer requirements, College policies and regulations, who to see on campus for special needs, how to write a resume' and interviewing techniques, how to fill out financial aid forms, procedures for due process/grievance, etc. The funding necessary for the development of these aids should be provided by the College.

E. LEARNING ASSISTANCE

Over five hundred respondents in the survey population would like to have the following learning assistance programs available: one-to-one tutoring in an academic area; small group tutoring; a personal survival skills program; and assistance with books and aids geared to a specific class. These learning assistance programs were of greater significance to respondents in the minority, ESL, disabled, and EOPS sub-populations.

RECOMMENDATION

1. The scope and development of the tutoring program should be continually increased based on student needs in academic and occupational areas.

Adequate facilities for delivery of one-to-one and small group tutorial services should be provided and maintained.

A workshop or class should be provided to train tutors in the methods and techniques of assisting students who are educationally unprepared for college work and students who have learning disabilities.

F. POTENTIAL MAJORS

Between three and four hundred respondents in the total survey population indicated they would either plan to major or take classes in all of the potential majors from the College of Alameda Five-Year Master Plan. Minority respondents, in particular, were interested in the bilingual education aide and ethnic studies programs, as were the EOPS respondents. Whites were primarily interested in earth science, and women and EOPS respondents were most interested in women's studies.

RECOMMENDATION

1. A variety of classes should be offered in the following areas:

   Bilingual Education Aide
   Earth Sciences
   Ethnic Studies
   Geology
   Instructional Services (Media Aide)
   Insurance
   Nautical Science
   Religious Studies
   Women's Studies

   Consideration should later be given to the development of these classes into AA/AS degree major programs.

G. PREFERRED ATTENDANCE PATTERNS

Over forty percent of the respondents in the total survey population would prefer to take classes in the morning only. (The remaining 60% of the respondents distributed their preferences over a variety of time periods.)

Over 35% would prefer or had no objections to taking classes off campus.

RECOMMENDATIONS

1. The College should continue to offer a wide variety of classes in the morning. Classes should be switched around from quarter to quarter to provide greater diversity.

2. The College should continue to offer a diversity of Outreach classes.

H. SPECIAL INSTRUCTIONAL NEEDS

Students with physical, and/or severe learning disabilities have special instructional needs. The College should make every attempt to meet the needs of these students in the following ways.

RECOMMENDATIONS

1. Awareness workshops should be conducted for instructors in order to help them better meet the needs of disabled students. Possible topics for inclusion in these workshops are: the use of large print exams and alternative testing methods, preferential seating, the use of taped lectures , the use of taped video programs to allow for repetition, and special problems associated with learning disabilities.

2. Special accomodations (flexibility in attendance policy, opportunities to make up assignment, etc.) should be made for students who must miss classes because of disability.

3. Instructors should make every effort to make early decisions regarding textbook selection so books which are recorded on tape can be ordered for partially sighted or blind students.

4. Disabled students should be assured of enrollment in occupational programs which meet their specific needs.

II. SUPPORT SERVICES

A. COUNSELING

Nearly half of the respondents in the total survey population indicated that having counselors available in the evenings was important or very important, and evening respondents expressed an even greater need for this service. One-third of the respondents in the total survey population expressed a need to have counselors available on Saturdays, whereas only six of the twenty-two Saturday students expressed the same need.

RECOMMENDATIONS

1. The evening counseling program should be maintained four evenings a week.

   Publicity regarding provision of counseling services to day as well as evening students should be increased. This publicity should include the names of counselors, the divisions they represent, the hours they are available, whether students need an appointment, where each counselor can be found, etc. Instructors, division chairpersons and counselors should all assume responsibility for publicizing the counseling program.

2. A pilot Saturday counseling program should be implemented in order to determine if Saturday students will avail themselves of Saturday counseling serives. Saturday counseling services, when implemented, should be well publicized.

With regard to functions that counselors normally perform, nearly three-fourths of the total survey population thought it was important or very important for counselors to help with programming classes, nearly two-thirds needed assistance with their plans to transfer to a four-year institution, over one-

half needed assistance in improving their study skills, and nearly one-half expressed a need for diagnostic, I.Q., aptitude, interest or other testing. These functions were even more important to the respondents in the disabled, minority and EOPS sub-populations. The disabled, minority and EOPS sub-populations expressed a greater need than the total population or other sub-populations for personal counseling services.

RECOMMENDATIONS

3. Counselors should make every effort to keep abreast of current overall requirements for an AA/AS degree or Certificate of Completion in all of the majors or occupational programs offered by the College. The Office of Instruction, division chairpersons, and the Registrar should also assume the responsibility for providing the counseling staff and other appropriate personnel with up-to-date information related to changes in requirements.

4. Counselors should provide AA/AS degree, and Certificate of Completion requirements, and basic transfer information in orientation classes and in individual sessions with students.

5. Counselors should meet at least once a year with students who are majoring in the disciplines in the division each counselor represents. These meetings should be held to explain AA degree requirements, lower division prerequisites and transfer requirements, and job opportunities in the majors. Instructors in the disciplines, academic advisors from four-year institutions, and employers or representatives from placement offices at the four-year institutions should be encouraged to attend and participate in these meetings.

6. The counseling staff should be encouraged to develop appropriate instructional media such as video tapes and audio cassettes related to AA/AS degree requirements, requirements for a Certificate of Completion in occupational majors, General Education requirements for transfer to four-year institutions, and other appropriate areas. These media aids should be available for individual student use in the Learning Resources Center as well as for use in college orientation classes.

7. Counselors should be encouraged to give students greater assistance with study skills. In service training for counselors should be provided, if needed, by personnel in the Learning and Basic Skills (LABS) program.

8. The College should increase the scope of its testing program. An appropriate testing environment should be provided, and adequate funds should be available to procure the testing instruments necessary for a comprehensive testing program. Students should have the opportunity to take interest, aptitude, I.Q. or other tests with results and evaluation presented in an appropriate counseling situation by a trained psychometrist. An effort should be made to procure testing instruments which are not culture keyed, and testing instruments which are geared specifically to the needs of ESL students and students with visual, auditory and learning disabilities. This testing program should be coordinated with the LABS testing program.

9. Counselors should strive to make all student-counselor contacts meaningful and beneficial to students, and every effort should be made to make students feel comfortable and inclined to return for another session.

   Counselors should post and publicize their office hours, and should be available during their posted hours to the greatest extent possible.

   Counselors should make a concerted effort to establish greater communication with instructors in their respective divisions with the objective of better facilitating the needs of instructors in a joint effort to assist students.

10. Greater consideration should be given to disabled students in the overall planning and delivery of counseling services.

Respondents in some of the sub-populations expressed a need or preference for talking with counselors with special training or other characteristics. One-third of the respondents in the total population expressed a need to talk with a peer counselor, and this need was even greater for EOPS, disabled and minority respondents. Minority respondents expressed a preference for talking with a counselor who was a member of an ethnic minority group, and disabled students expressed a preference for talking with a counselor who had been trained to work with disabled persons.

RECOMMENDATIONS

11. The peer counseling program should be strengthened and expanded to include services to all students, and the College should provide adequate financial support to expand this service.

    Greater coordination should exist between the peer and professional counseling programs, and the certificated counseling staff should assist in the training of peer counselors.

12. The College should increase the number of professional counselors who represent minority ethnic groups.

13. The College should insure the continued employment of a counselor who is specially trained to work with disabled students.

B. JOB PLACEMENT

Nearly 50% of the respondents in the total survey population needed a part-time job while they were enrolled at the College. Minority and EOPS respondents were in greater need of both full-time and part-time jobs than the survey population as a whole.

RECOMMENDATIONS

1. The College Placement Office should emphasize job development for part-time jobs. Particular attention should be given to the needs of minority and EOPS students.

2. The Placement Office should increase its efforts to solicit full-time jobs for College of Alameda graduates. Particular attention should be given to Equal Opportunity Employers.

3. The Placement Office should coordinate its efforts with those of the Cooperative Education Program, the Career Center, and instructors in occupational programs to provide maximum job availability for COA students and graduates.

4. The College Placement Office should develop and maintain a liaison with local businesses and large employers in the community to obtain feedback related to what skills are being sought and to increase the potential of jobs in the community.

5. The College of Alameda administration should provide the personnel necessary to carry out recommendations one through four above.

C. FINANCIAL AID

Financial assistance for books and supplies was important to nearly 60% of the respondents in the total survey population. This need was particularly great for the minority, disabled and EOPS respondents.

RECOMMENDATIONS

1. Serious consideration should be given to increasing the amount of financial assistance to students who need and qualify for it.

   Methods of augmenting the College's current sources of financial aid should be explored to provide assistance to students who need but do not qualify for the BEOG and other grants. In addition, a continual effort should be made to increase the number of scholarships available to students.

2. Greater consideration of the needs of disabled students should be provided by staff in the Financial Aid Office. For example, more information related to State and Federal Supplemental Income programs, and how these affect a student's qualifications for financial aid, should be available to disabled students. In addition, consideration should be given to the increased medical and transportation expenses of disabled students.

3. Staff in the Financial Aid Office should explore methods for early delivery of funds to recipients of financial aid. For example, emergency loans might be made available to students during the first week of each quarter, or a voucher system might be established at the College bookstore, to enable students to purchase their books and supplies when they need them.

D. CHILD CARE

For those respondents who needed it, child care on an all day basis was more important than child care for morning or afternoon classes only. Child care services were of particular importance to minority and EOPS respondents.

RECOMMENDATIONS

1. The modular scheduling program currently being used at the COA Child Care Center should be evaluated and modified to provide all day service to all students (not just those enrolled in occupational programs) who need it.

2. The College should establish and maintain a child care referral service for off-campus child care. This service should be established and function in a manner that precludes any liability on the part of the College of Alameda or any of its employees.

E. HOUSING

Nearly 55% of the respondents in the total survey population expressed the need for a housing referral service.

RECOMMENDATION

1. The College should establish and maintain a housing referral service. This service should be established and function in a manner that precludes any liability on the part of the College of Alameda or any of its employees.

F. SPECIAL SUPPORT SERVICE NEEDS

Students with physical disabilities have special support service needs. The College should attempt to meet the needs of these students in the following ways:

RECOMMENDATIONS

1. Special parking accomodations for students with physical disabilities should be increased.

2. Special registration assistance should be maintained for disabled students.

3. Physically disabled students should be given preference for work-study positions on campus as other forms of employment may curtail the State and/or Federal benefits which these students are receiving.

4. Needs of disabled students should be incorporated into designs for new buildings and/or plans for modification of existing buildings. (Access to the second floor of building B is particularly difficult for disabled students.) In addition, the College should provide for a regular inspection of facilities to ensure that the needs of physically disabled students are actually being met.

5. The College of Alameda should conduct a follow-up study on campus and in the community to determine needs of currently enrolled and potential disabled students which were not addressed in this survey.

III. OTHER RECOMMENDATIONS

A. Because low cost was one of the most frequently given reasons for choosing to attend the College of Alameda, the College should strive to keep students costs to a minimum. More specifically, cafeteria and bookstore prices should be competitive and reasonable, and instructors should strive to require only those books and supplies which are necessary for the students to complete the course satisfactorily.

B. Because of student preference of the quarter system to the semester system (one of the most frequently given reasons for choosing to attend the College), the quarter system should be retained.

C. Many respondents stated in the Personal Comments section of the questionnaire that cafeteria prices were too high, and that the food served in the cafeteria was lacking in nutritional value. For this reason, the College should take immediate action to procure a cafeteria vendor who can and will serve nutritional meals at reasonable prices. The food and prices should be evaluated at regular intervals by a committee constituted for this purpose.

D. The due process/grievance procedures should be presented and explained in orientation sessions for faculty and staff as well as for students. Consideration should also be given to holding short-term (3 hr.) workshops each quarter specifically for the purpose of explaining these procedures.

E. Information such as transferability of classes, requirements for an AA degree, General Education requirements for transfer, prerequisites for classes, and a summary of the due process/grievance procedures should be printed in the Schedule of Classes.

F. Programs and services for evening students should be given greater publicity, perhaps via a special bulletin for evening students published on a weekly or bi-weekly basis.

C. Nearly 70% of the respondents in the total survey population indicated they would use a quiet place to study other than the library. Because the Educational Needs Assessment survey was conducted prior to the opening of the Learning Resources Center, the College should consider a follow-up survey related to this need. It is possible that students would like a quiet place to study where they could also eat and smoke.

H. If research projects are to be continued at the College of Alameda, it is essential that an Office of Institutional Research and Development be established and appropriately budgeted to provide the following.

1. Salaries for:

   Researchers
   Classified support staff (typists, proof readers)
   Computer programmers
   Student assistants (for record-keeping, distribution and collection of questionnaires, operation of the computer, translating computer print-outs into workable tables, etc.)
   Consultants and editors when necessary

2. Funds for:

   Keypunch expenses
   Mailing expenses (postage) when necessary
   Paper and other supplies
   Xerox expenses
   Printing

3. Office space, appropriately furnished with one or more worktables, a filing cabinet, typewriter, and bookshelves.

APPENDIX 1

QUESTION NO. 30: PERSONAL COMMENTS OF RESPONDENTS

The comments on the following pages represent the student's handwritten responses to the statement, "We invite you to use the space below to tell us more about how you would like the College of Alameda to help serve you as a student."

The typists for this project were instructed to type the comments exactly as they appeared on the questionnaire. Although obvious typographical errors have been corrected, some of the errors in spelling and punctuation may have resulted from the difficulty in reading the handwriting of many of the students.

Names of college personnel used in a derogatory manner have been deleted.

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Counseling service available!

Through the instructors, I feel the college is serving the students needs.

I would like to see more teachers helping students that really need help.
I would like to see more financial aid for those who really need it.

(not coments.)

---

reading chages

I think I would enjoced Alaneda more if they souldn't mess around with your financial Aid. yo go's to all of your class and then went it. time for your check's they don't have them of time.

I want my money on time always no excuses

I want my money on time all the time without any excrus about Nichine Draking down. They could give us more money, don't splot up my check up into two parts.

The College of Alameda could service the serious students better if the playful students would be barred from the class rooms and the instructors more concise in the class rooms.
Need facilitiees for the older (over 35 yrs.) students who have no where to meet or converse, whether for studying, conferring on assignments and just quiet relaxation between classes.

I still think that not only should the age be lowered for children in the child care center, but the rules regarding qualifications for the center should be re-evaluated, particularly the financial qualifications

---

I want a Gymnastics team.

CLEAN UP THE CAFETERIA.
MAKE IT MORE QUITER.
NEEDS TO BE CLEANER.
BETTER SERVICE FROM THE STAFF.
MORE TABLES AND CHAIRS.
BETTER FOOD AND ESPECIALLY
A LOT OF DIFFERENT DISHES.
PRICES CUT DOWN REASONABLE.
HAVE A LOT OF SUPPLIES STACKED.

HIGHER PAY FOR STUDENTS.
TREAT STUDENTS BETTER.

I would like to see more science classes and more science teachers! It would be nice to have a choice of teacher in case you don't like one.

Would like to use my meal tickets at other places Besides the lousy caferteria Jacks, Cornels, or Safeway for fruit etc Feel the caferteria should Be forced to clean up. Speed up an provide Better services.
More quite places to study. Have lunch relax between classes!

I feel that they should have more machines such as key punch ect. For those who like this college and don't won't to transfer to another college.

Offer reading skills two hours straight every day.
Offer sign language on daily basis for two hours.

PROGRAM CLASSES SO STUDENTS CAN ATENDED MORE IN THE MORNING HOUPS GIVE ME MORE INSENTIVE TO WORK MORE.

I do not approve or like the way the young people use the school for financial gain. Most of the students are here to prolong the time that they will have to support themselves.

Q. #30 PERSONAL COMMENTS

THEY SHOULD STOP GIVING FREE RIDES & FREE LUNCHES AT THIS INSTITUTION. I AM GOD DAMN SICK & TIRED OF SEEING MY TAX MONEY SUPPORT WASTE & INEPTITUDE.

One thing wrong about the COA is the services in the cafeteria. I think that the manager is making a lot of profit from the students money. The administration ought to look what has been going in there.
Cashiers charge high taxes which are tremendously awkward. That's my comment! But as far as education is concerned, everything is superb!

TO IMPROVE THE SITUATION AT THE CAFETERIA.

There should be a quiet place for an individual to meditate. Preferable with a sound proof room with each student limited to 1 hour; there should be a by pass connected with the outside which the student can use when leave a enterin.

---

1. Day care should be made available to all full time students for the time they are in class.

2. Requirements for transfer should be listed in the class schedule.

3. Class schedules should be in the Book Store before the end of the preceding quater.

4. Grades should be mailed out or given out on registration day.

I THINK THE QUARTERS ARE TOO LONG. THEY ARE TWO OR MORE WEEKS LONGER THAN STATE COLLEGES OR UNIVERSITIES IN THIS STATE. I THINK THE QUARTERS SHOULD BE A WEEK SHORTER, PLUS ONE EXTRA WEEK VACATION BETWEEN THE WINTER AND SPRING QUARTERS. I THINK THE PROFESSORS SHOULD KEEP UP WITH THEIR WORK AND NOT PILE IT AT THE END OF THE QUARTER. I THINK WE SHOULD BASICALLY FOLLOW THE SYSTEMS FO STATE COLLEGES AND UNIVERSITIES BECAUSE THAT IS WHERE A MAJORITY OF US ARE GOING TO TRANSFER. THAT IS CORRECT IS IT NOT? THESE VIEWS ARE SHARED BY ALOT OF STUDENTS BECAUSE I HAVE ASKED THEM. WHETHER YOUR GOING TO DO ANYTHING ABOUT IT, ITS UP TO YOUR OWN DISCRETION.

The teacher shouldn't take there personal problem out on the student.

To add more classes that are interesting. More bilingual classes so student who know little english can take.

You might could offer a few harder or more challenging courses. Maybe I haven't discovered them yet.

At the present time, it seems to suit my particular needs.

I would like to commend the persons involved in the creation of this questionere. Though, I have no speciFic complaiNts, this being my First Year (First quarter), I AM glad to have this AS A outlet For my opiNioN. I hopE to havE this opERtuNity AgAiN NEXt YEAR! TiLL Then ----------A StudENt

---

The cafeteria has little to be diesired as far as good services go. The help very rarely (from my perception) knows how to cook. The prices are on the average much higher than on the street. The profit made goes into services in which don't apply to me. I HAVE to eat there because of the meal tickets and I don't feel that I should be exploited as I am!!!
P.S. HALF OF THE HELP CANT EVEN COOK (fast or slow).

I find some of the instructors, although not too many are incompetent in meeting our needs.

I would like to see the business department add additional courses, especially ones that can be transferred to a major university.

More classes open.

Guest speakers on campus to talk about careers. I know there have been speakers in the pit (F Bldg) in the past, but they don't seem to get publicized enough. I don't find out until its too late.

---

just fine

Improve the Financial Aid office (i.e. service, dispursements of checks) Improve food in the cafeteria. Practice what is being preached.

The questionaire seems sufficeint in answering my needs, and I am impressed with the specifics!

If there were more imformation about transfer requirements to some of the major Universitys that would be helpful. More imformation about student aid and job referal would be nice also.

CAFETERIA TERRIBLE - OVERPRICED. SERVICE ABSURDLY SLOW & QUALITY OF FOOD VERY LOW. JUNK FOOD IS ALL THAT IS AVAILABLE. WE SHOULD HAVE AT LEAST AN OPTION TO HAVE NUTRITIOUS FOOD.

So far, this being my first quarter, the College of Alameda is satisfactorily serving me as a student.

Since I have not been going to Alameda for very long & do not plan on going there more than just this quarter I really can't say what needs to be changed to help me, the student.

I wish they had more Spanish speaking teachers here. I feel I could relate to them better in some cases I have expierenced. I am not a person that is prejudiced, but that's how I feel.

---

in the athetic Deparment shut be more feor for all intercolegiate teams. in college we all have de same riaghts so let be more considerable with the socur team.

With respect to food services: consideration should be given those who are aware of the nutrional value of foods. As of now, the cafeteria provides a very poor menu. No consideration to natural foods are rendered. While suffering in nutritinal value, they are high in "grease" and price. Students should be able to secure wholesome food and at a nominal cost while attending school. While food prices elsewhere are extremely high, the cafeteria should be a place where a student can get a good balanced meal for "depression" prices.

We need a student union lounge which is open to all students, black and white.

Have the class average as a tool to suggest the teachers ability

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1. The classes could be more interesting if people were not so apathetic.
2. It's hard to find jobs through job placement unless you can type.
3. The computer fouls up so much.
4. Financial aid is disorganized
5. Most classes are not a challenge
6. Must comment on how great Adams Chronicles is. We should have more T.V. courses.

I think the level of academics at the COA is very low. I expected, for instance, a larger amount of reading and writing in my English I class in order to perfect my writing technique. We have done very little writing so far
I feel often that the teachers purposely gear-down the academic level to meet the abilities of the class- This is discouraging since I don't feel I should lower my standards to everyone else's standards.

I think there is too much financial aid to those who are really not interested in learning - just interested in the money.
I think if we got rid of most of this we could get down to some essential studying

---

1. lets get rid of the Teachers who play favorites (In terms of grading) To white students.
2. More sections for classes I mean. Instead of one class that meets say thurs & friday from 1-3 lets have at least 3 more but at different days & times.
3. more units
   ex. Art classes give 2 units for meeting MW or TuThurs from 1-3. lets give it 4 units
4. More different Types of classes - Example In the Art Dept lets get classes in Calligraphy Pottery etc.
5. Less Racism Among White faculty members against the black students especially the ones who want to get an Education. Lets stop Stereo typing the good people who want an Education because its unfair.

Q. #30 PERSONAL COMMENTS

To give French 4 & 5

I graduated from the College of Alameda in June 1976, and I'm satisfied with the education I received.

I would like the college to have better contact with the people of finaical aid. I have been waiting for a long time. I've had to borrow to pay rent & food. Also, I would like them to add classes of French II, III, IV, and V.

We should have French in the day rather than at night, preferly at 10:00 a.m. . Also, better, and more intune teachers. Another thing, students you take financial aid should come to school rather than, taking the money and running - There should be strict observation by the school. People who take the money, are ruining the opportunity for people who truly need it, and use it correctly.
Also, I would like to see a french 4 and 5 class, instead of stopping at 3.

Just more money on time so I can get my books and be ready

Have teachers who will help you with your intended major as far as getting a job relating in your major. One teacher I had, Janet Gray, in Hosting Services Technology who had help me get a job relating to the airline career. If ther teachers, by the help of C.O.A. will consel the student as far as coping with interviews etc. Perhaps a workshops for people who are interesent in the same major to meet outside class and help each other to obtain a job, who is hiring etc.

Let everyone know whats' happening about Financial Aid; whats available, whats not and what will be avaliable if the student waits.

Be truthful about what's going on at our college.
And gaviing us more money than you are. What the hold back its our money not yours...!!!

Q. #30 PERSONAL COMMENTS

I feel that there should be a seperate area for students to play cards and bing ball machines other than the cafeteria. This is a school for learning not to come here to play games. I also think the age limit for the child care center should be dropped to 6 mos. and the income should be that anyone can applied. People who make a lot of money also need care centers for their children just as much as those who do not make as much. As long as they received their money. Our money is just as good as there's. The same people on the dollar bills is the same person on my dollar bill.

Since the majority of COA's students are African Americans I feel they should have courses specifically for them titled Black - whatever course it is. Also courses where we as adults can better deal with The Black Child.

Get rid of all the black male students that make remarks to girls as they walk by. It's disgusting!!

Need more selection of hours of particular classes that are popular or mandatory for a large no. of students: Spanish I, Physiology, Anatomy, etc. Not enough teachers to get classes for students who want these classes. Classes should be smaller in some of these, so instructors could work closely with students.

No comment

I think those pinball machines should be removed from the campus.
This is a college not a nursery school.
If they want to play games, let them do it elsewhere.
It's hard enough trying to get minorities to go to school as it is.
Than to go and put some pinball machines in.
There's a child care center for those who need it!

I think child-care should be available to those of us who are in the moderate income level and really can't afford private child-care.

I feel the fine instructors in the music department are at a loss because of lack of funds for equip-
ment. I am otherwise inherently satisfied with College of Alameda as a whole.

I feel that come classes move too slow and don't offer enough information for the time spent. I would also like to seeamore student-teacher relationship, where perhaps a teacher could have at least one interview with each student on his or her progress and goals. This may also give important feedback to the teacher on the effectiveness of his teaching methods and tools.

I would really like to see more 07:00 P.M. classes at night since many of us get off work at 5:00 PM and can't make 4:30 P.M. classes. 6:00 P.M. classes are acceptable, however, these can also be somewhat of a hardship. I would also like to see more advanced notice of classes available at the college so that students would have more time to plan their next quarter.

I have no complaints - the College of Alameda has served me well, in fact I'm thankful that we have a school like COA.

Some of the courses I needed are in Laney but its' not too convinient for me. How about offering the foll. courses here.

Cullinary Art
Hotel & Restaurant Management -

---

you do alright nothig to add.

---

open up the financial aid office for evening students.

Stop being Chicken to Students with AA degrees & their financial aid. We've the one's who's hustling. The H with PRIORITIES.

No Coument

COA HAS BEEN TO ME VERY BENEFICIAL, THIS IS MY FIRST Q. ON THE MAIN CAMPUS ENTERING INTO A NEW MAJOR - SO FAR IT HAS BEEN BENEFICIAL, IT COULD HAVE BEEN MUCH MORE BUT THE FAULT (SITUATION) WAS MINE. HOPEFULLY WITH CERTAIN THINGS (PERSONAL PROBLEM) TAKEN CARE OF NEXT Q IWILL BE ABLE TO FULLY APRECIATE THE THE BENEFITS & OPPORURTUNITY (VICE VERSA) AVAILABLE TO ME.

Q. #30 PERSONAL COMMENTS

I think the manner in which the BEOG checks are distributed is not very good. There should be more people to help pass out the check (students?) and the alphabet should be split 3 - 4 times.

Some of the counselors don't seen to know what coures are offered at Colleges or which are transferrable.
It should be their job to help in a 4 - yr college choice for transfer- students.

I have explained in my answering this questionnaire as far as I can think what I want Alameda to do for me.

I would like to see the college of Alameda on a more bussiness - like bases. The students here today are more concerned with extra - corecula (sp) activities. They go turn - out the cafeteria with their loud - talking over card & dominoe playing. which I feel should be banned from the cafeteria completely. Let them play in the wherever, but not where I'm trying to nourish my brain.

- I don't know enough about the school yet

I would like to see a swimming pool built at C.O.A.
I would also like more classes related to Biology, Ecology, & Natural Sciences.

For my own persnal needs, I would like the college of Alameda continue, or to offer subjects that are more advanced. I feel we tend to gloss over certain subjects which are introductory which, with more time, or in a continuing course, the subject matter could be explored in more detail to give the student a better base in certain areas of study which are important to him.

Neeed to find outwhat Im doing!

Basically it fills my needs. I am in-terested in getting enough units to transfer to UC Berkeley. The teachers I've had are very good prople, and has made my classes interesting. I would like to see some of the changes I have checked in preceeding questions fulfilled for it would make the learning atmosphere and motivation for education much higher.

Cut the noise level of radios & card games in the cafeteria. The new air hockey games and pin ball machines are ridiculous to place in a cafeteria - You can't hold a decent conversation there - not possible to hear anyone - whay not have separate game rooms - The lounge is an insult to academic intelligence - Its solid BLACK - whites are not welcome, & the music is an assault to one's eardrums - We need a separate but equal facility - integrated is OUT - somehow the decibel level can't be integrated - Truly would prefer to choose friends of any color one to one, on a basis of interests and tastes and ability to exchange viewpoints in English. (Am not referring to foreign born - here - but could use something besides very poor usage of our native tongue). JIVE is not my particular bag.

COA is meeting my needs at the moment with the exception of availability of evening tutorial services.

As far as I am concerned I am satified with the college.

I think Art Defetta's bark teller program should be included in the curiculum.

As a student not working Toward a Degree in a specific field, I feel the College is serving my Needs Adequately Regarding the courses I am Currently enrolled in.

Disregarding the fact I'm taking 12 units, I'm not a full Time Student. I feel it's great that there is a place I can come to Learn. I feel it's a great place to learn. I feel I can't criticize this schools teaching ability until Iv'e Raised my own learning ability to the point where I can take full advantage of all there is Here to learn

---

I am very pleased with the college as it is. My owly complaint is that I really do NOT Need A degree, ALL I Need ARE classes TO help me in my Present Job. I know THE college has nothing to do with THIS, but I Am under the impression that if I STArt to come close to getting my 90 units & don't HAVE enough classes in my MAJOR For AN AA my G.I. Benifits will be cut OFF. I FEEL Their SHould be a program WHERE IF A person is taking classes THAT CAN Help him in his present positon, but NOT get him AN A.A. IF HE so chooses should be started so he can still collect G.I. Benefits and NOT HAVE TO Take All Those Required courses THAT he HAS NO Need FOR in the FIRST place.

Q. #30 PERSONAL COMMENTS

none

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when you go into the finiccial aid office, the people who works there (the ladies) want to give your the feeling of you are on welfare and what do you want. I think they should have a better attuitude about their fellow man.

The most important and valuable addition would be mini-courses and seminars. Another improvement would be a closer relationship between counselors and students, so that they are led to take the course they need, not get half way through and find they have gone the wrong way.

I think you should inform the counselors that they are there to help and work for the students. I feel in trying to transfer to a 4 year college I received no help at all from them.

Give us these surveys at the beginning of the quarter. They will do a lot more good for everyone involved in then.

I would like to see classes with text books that apply directly. As it is, in my cultural Geography class a text book was required but not needed. I feel that veterans should be given special consideration in obtaining admission for occupational skills such as auto mechanics etc. because they need it to be retrained.

More excellent teachers such as Mr. Paul Deford.

C.O.A. has served me to the best of its ability and I have no requests.

GIVE US A WHITE STUDENT UNION! GIVE US SOME EATABLE FOOD AND A LITTLE SERVICE INTHE CAFEITERIA.

The College of Alameda is a Well Constructed, Attractive School. The teachers are intelligent and helpful, the Classes, basically, quite good. One leaves this school, however, with a very Negative impression because of some of the students that are here. I wouldn't even want to estimate the Number who can't read, write or even listen.

30. PERSONAL COMMENTS

The College of Alameda could help me, by having more tutors in such subjects as Statistics, and other difficult subjects or subjects that require a lot of studying.

Financial Aid can be more available, I feel that some students who do receive it abuse it by dropping their classes after they get the Aid. While I'm staying in school trying to get my classes & graduate!!! I think it's unfair to people like me!

I also think the cafeteria food prices should be lowered!!

Recruit - by publicising and Actively recruiting minority groups not Attending this campus ie Raza, Native Amer. Ind.

This is my 1st quarter, I plan to use the school alot more to my advantage next quarter. But there is a lack of motivation here on The part of the teacher's & then of course the students. 2nd quarter I plan on getting more involved & getting into a specific vocational field.

This is my first quarter after being away from school for 10 years. I am not fully acquainted with the college as yet.

I would like to have the dance instructors be full-time instructors. I find it very difficult to work part-time and go to school when the classes are continually changed from quarter to quarter (time & day of schedules) - I would think the teachers would have more stable programs if they didn't have to run from district-to-district to make enough money to survive. I also feel performance is an important part of this program & feel performing would be guaranteed if the instructors were paid for this extra time for rehearsals. The presant instructors are marvelous & praise to whoever took part in the selection,

---

This is my second year, at the college, The Financial Aide, A few instructors, and other members of the staff seems to Forget that a majority of the students are not inmature Kids. Such as myself. I feel there is a bad understanding between everyone in positions of Educating people, do so with inhuman treatment, with Finance, education etc.

I would like the store to be open everyday, And have a French 4 class

---

I am, overall, pleased with my experience here; thank you.

French. 3 & 4

192

Q. #30 PERSONAL COMMENTS

I am fairly satisfied with the College & its programs. My only real problem is financial aid related.
I would like some help for a change from that office instead a brush off at the front desk! A little more flexibility concerning individual problems, more access to financial advisers (not receptionists)
It is also upsetting that I may have to quit school for lack of funds, while many people are ripping off (Easily) money others really need!
Thanks for asking!

Have an active flying club closely connected with the aviation maintenance program.

---

1) Provide more and better equipment for the Air-facility students.
2) TA's to help in lab would make a lot of sense.
3) Increase allowances as needed by the air facility to implement new technologies.
4) Additional staff is needed to teach courses either simultaneously per quarter or on a shorter rotational period (i.e. Sheet metal is offered maybe once every third quarter) that are quickly over-crowded.

---

1) I would like to see class reg. made simpler. I like each student going to Their division heads and regis.
2) More and better aid & facilities for the Aviation Maintenance student.
3) procedure made avaible to see one's own student files (complete files)
4) Being an Aviation Maintenance student living south of the Airport facility and with limited time to vist main campus (job & family responabities) air facility location is undesirable

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I really do not have much comment. Having attended 3 universites in the past, I find that COA does pretty much what they did. My own methods of study are fixed - but newer and younger students seem to actually need to learn how to study, but much may be related to reading comprehension, which they have to master before getting to the how.
My criticism of instructional methods here more concerns examinations - which often contain content not covered in class (or very well) or mentioned in the text books - and which sometimes refers to obscure points or facts in a large part of the examination. I should add this applies to only part of a given exam, as major areas are also covered in exams. It is simply that too many questions get to obscure facts - Sometimes relatively unimportant ones.

Q. #30 PERSONAL COMMENTS

I do think each exam (except maybe finals) should be covered in class - how else is a student to know the right answers to the ones he missed, and therefore get to correct his own thinking? - and thus see where he is weakest? This should be mandatory in all classes, it is an important instructional tool.
I admit to a dislike of the multiple-choice test because wome questions are ambiguous and lead to guessing, and some students, who know no more than some others, seem to have a talent for good guessing. But I don't know what to put in their place which is specific and objective, and which covers as much ground, or would be as easy to grade. If instructors had time I think final exams should include real oral exams where a student could say, outline, diagram, or illustrate his answers to questions. It would not take long to find out what he really knows But I realize this would be time consuming for everybody. But it may be something to think about - perhaps a student should be allowed to choose what sort of exam he would feel best in doing. If you did some of this it would certainly make COA unique!

PRoviDE NeCESSARY BOOKS or MANUALS REQUIRED BY COURSES TAKEN.

Interesting opening statement at top of page 1. The Second sentence of the statement is very negative. Don't ask for help in this evaluation and tell the participant in this manner about the computer reference numbers

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I DID NOT LIKE THE PRESENCE OF POSTERS ON THE CAFETERIA WALLS DURING REGISTRATION SPRING (76) THAT SEEMED TO IMPLY THAT VIOLENT REVOLUTION WAS NECESSARY TO PROCURE RIGHTS OF MINORITIES (MAINLY BLACKS). THIS SOCIETY PROVIDES MANY NECESSARY PROCEDURES, THAT ARE NON-VIOLENT, VERY LEGAL, AND EFFECTIVE IF USED PROPERLY, THAT CAN RECTIFY SITUATIONS OF DISCRIMINATION OR RACISM. I WILL HAVE ENOUGH TROUBLE RAISING MY CHILDREN TO LOVE AND RESPECT ALL RACES OF AMERICANS, WITHOUT BLACK OR WHITE AGITATORS CONSTANTLY SCREAMING RACISM AT ANYONE WHO IS DIFFERENT!

By implementing programs that lessen the control of Business or Adminstrative areas.

Make all classes Pass/Fail, loosen up attendance requirements. Eliminate apathetic teachers.

Q. #30 PERSONAL COMMENTS

Implement the contents of this survey

I cannot Judge something which I have not completely Investagated. Perhaps, eventually, I can take more classes.

I have enjoyed College of Alameda very much, All the teachers I have had are great. I feel I have learned many new things and wish to continue.

Everthing so far has been very good!

I think they should give more units to some of the automotive classes

---

I think that day time students should not be allowed to grab all of the Night Classes at enrollment time. Let the Night students register, then if the Night Classes are Not all full let the day students have their pick.

√ MORE ELEVATORS
√ " LOCKERS
√ QUIET PLACE FOR STUDY WHERE YOU CAN HAVE LUNCH
√ MORE VARIETY OF LUNCH COUNTERS OR LOCATIONS IE: NATURAL FOODS, ETHNIC DISHES, SNACK BARS OPEN DAY OR EVENINGS
√ SWIMMING fACILITIES OPEN VARIOUS HOURS fOR RECREATION foR (COMMUNITY ALSO)
√ SAUNA OPEN VARIOUS HOURS fOR STUDENT & COMMUNITY ALSO
√ CHECK CASHING SYSTEM - BOOK STORE -
√ INSTALLMENT PLAN foR BOOK PMTS.

We need @ least 2 Tailoring instructors

The potential of the Fashion Arts Department is Fantastic. However smaller classes with more concentrated and organized instruction is needed. In addition, a full-time Men's Tailoring program would I'm sure, help to pave the way in establishing the College of Alameda's Fashion Arts Department as First Class on the West Coast.

---

you must be joking

---

we need a small library for the Aviation program

My only real complaint is the cafeteria. First you should stretch your menu to include at least some decent healthy food. When I first came here, I went into the cafeteria to get something to eat, a cheese sandwich. I asked for wheat bread. I got a nasty reply from the counter girl that they did not have wheat bread and that bread was bread, what difference did it make. I didn't go back for a long time and now when I do go in I buy yogurt, the only decent thing in there to eat. Also who ever manages or runs the cafeteria should supervise the workers more. Some of them have no business waiting on people as they are short of patience and just downright RUDE!

I think College of Alameda should promote a better atmosphere of learning. What I mean is students, teachers and adminstrators, should work together and show interest in better education.

I briefly answered these because will be here for only one quarter and am moving to Oregon.

For the serious students of the Arts it is sad that you have reduced the credits. More art history classes at night since that is the only time working people can take them. A better understanding of what it takes to get a degree as credit enough to transfer to a four year institution for the Art or Musically inclined student. Possibly a class of instruction for people who are starting college at a late late (40's) who have no knowledge of what colleges was or is all about.
I must say College of Alameda did a better job than I expected because I am not yet as panicked as I had expected to be.
A program for people who have fears of test and also those who have had memory recovery would also be helpful.

The main area I am interested in is the Field of Art. I would like to see more Art courses (not lecture) offerred in the evening (6-10 pm). I also think that some basic courses in interior decorating would draw many students.

Q. #30 PERSONAL COMMENTS

Question 16 needs a colum for "Have already", counselors don't seem to know requirements or needs of people at air facility. would like to see them here more often they have to drive here, but how often do we drive to main campus?

I would like to see bus service to the end of Bellanca Rd. from either ALa. or Oakland. Just morning and afternoon would help. (7:00 & 4:00)

I would like to see more money made available to OCC. classes. IT is my feeling That The prealta district spends far to much on duplicate classes.

The services are O.K.

I would Like the college do away with classes that are reglious or ethic. religuse should not be tougho at school. Also if people would like there children cared for when tney go to school they suld have to pay for it. Thier are too many free bees. Our taxes are all ready to high.

ATTENTION:
small library seposed to be built in air facility. specific magazines (flying, aerospace etc) for aircraft maintenance or book should be provided in air facility. (not in main campus!!!).

I would like more stock avaible at the Air facility (nuts, bolts, ect.). There is a lot of time wasted in running around looking for these items. I would also like a little more supervision. One teacher is is not enough in lab. I would also like to work on more live equipment.

My comments may not carry any weight. But their is a very urgent need for an Aviation Library, and The Air Facilities, Aircraft Books should Be at the Air Facilities (not at school Library where-n[illegible]one makes use of them)

Thank,
Student

Q. #30 PERSONAL COMMENTS

I am very happy with the college of alameda. Unfortunately I do not get to spend as much time here as I would like to. I work full time and hope to cut down in work in the future. I will most likely be at four year college at the time. I would like you to know alameda college has served me very well and the teachers very good. Compared to Merritt I think alameda is superior.

Add more courses in foreign languages, earth sciences.

There should be a place for student to report what the Class doing like (they are not learning on the right way) or some one come by to check it out.

College of Alameda should continue to help students who are transferring to another higher institution, who are seeking training for a particular occupation, or who are undecided about what they want to do.

I like C.O.A. and my classes too. I feel that there is not enough modern instruments in the lab. On the other hand school doesn't keep them well and force the students to keep them well. We waste a lot of many stuffs.

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1. Improve Financial Aid situation.
2. Maintain Library Techniques class, and possible offer a second quarter.
3. Keep Relief Printmaking class on-going in ART dept.
4. Make valuable part-time teachers full time so they would have reason to stay. Maryanne Benton and Bob Peterson for example. They are great teachers.
5. Encourage Re entry programs for women especially older women (35-55 up), and financial aid/scholarship programs for them. They need & use it better than many younger students who are not as serious in their college work, and who have other programs available.
6. Improve food in cafeteria. Health food offered. Lower prices in cafeteria. Improve disposition of cafeteria & financial aid workers.

More of a social reform in communicating among people on campus. And other things More minority student teachers that are qualified.

Q. #30 PERSONAL COMMENTS

I feel this college is run like a Jr. high or high school. There is a need for higher acacdemic standards.

I WOULD LIKE TO ENVISION AN OPPORTUNITY FOR ANY STUDENT ATTENDING TO BE QUALIFIED AND HIREABLE AFTER COMPLETION OF INDIVIDUAL COURSES DECIDED UPON BY BUSINESS AND TECHNICAL EMPLOYERS WHO SEE THE NEED FOR SKILLED COLLEGE BACKGROUND EMPLOYEES. FOR VETERANS MORE OPPORTUNITY TO USE BASIC SKILLS ATTAINED IN SERVICE IN CONNECTION WITH COURSES OFFERED AT COLLEGE OF ALAMEDA. LASTLY TESTS ON JOB SKILLS TO HELP INDIVIDUAL FIND OUT WHERE HE IS BEST SUITED TO WORK IN AN OUTSIDE ENVOIRMENT.

RECOGNIZE THE "QUIET-SHY" STUDENT WHO MAY POSSESS REASONING AND KNOWLEDGE.

Gear the classes to be an uphill climb towards transferring rather than a continuation of high school. Classroom policy is lax compared to other colleges I have attended; classes are taught at students' level rather than at comparable college level.
Simplify library check out system. The current system is a hassle and probably discourages students from using as extensively as it could be. It certainly discourages me. Also, allow students to browse through available textbooks when buying so they can choose best available used books rather than being handed the crapiest ones first.

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no comments.

Because of the high number of academically poor students attending this school, expectations of student achievement are very low. This makes it too easy for good students to receive high grades, which do not necessarily reflect the amount of effort put out by the student. These better students, accustomed to getting A's and B's for mediocre work, will be disappointed to find that, once they transfer to a four-year institution, their grades will drop sharply if the caliber of their work remains the same.

The campus is young & small yet - I'll give it a bit of time to grow and expand before I pass sentence on it.

There should be a better selection of books in the library

Q. #30 PERSONAL COMMENTS

Every things O K.

College of Alameda has served me well, I don't have to many complaints new because I really don't have but one Quarter to go. It's all in the past.

NO
Comment

I would like to see more classes that would apply towards a B A degree in business such as courses in Traffic Management, Materials Handling & Purchasing.

SET SOME KIND OF STANDARDS FOR CLASSES. AS AN OLDER STUDENT, I'M HERE TO LEARN SOMETHING. I HAVE FOUND SOME CLASSES TOO EASY. THEY ARE ALMOST CONDUCTED LIKE A HIGH SCHOOL CLASS. I FIND I PRODUCE ONLY AS MUCH AS AN INSTRUCTOR REQUIRES. IF THAT IS NOT MUCH, I PRODUCE LITTLE. IF SHE/HE EXPECTS A GREAT DEAL MORE I PRODUCE MORE. I WONDER IF SOME OF THE CLASSES I HAVE TAKEN HERE WERE WORTH MY TIME, AND IF THEY WOULD NOT HAVE BEEN HARDER AT A FOUR-YEAR SCHOOL. IN OTHER WORDS AM I REALLY DOING COLLEGE-LEVEL WORK AT THE COLLEGE OF ALAMEDA? WOULD LANEY OR MERRITT COLLEGES BE ANY BETTER?

---

with better programs and more skills class.

I would like the English classes teachers
to give there time after class.
for your supporting of a class
Some teacher, just say that
what all you qualifily for
so thats your grade.
(general)

Other than my comments about the inconsistency in attendance and its unfairness to the steady, serious students; the discrimination of who does and who doesn't use the child care center; and the noise and chaos of the student lounge-

I would like to see counselor services available in evenings &/ or Sat.

Q. #30 PERSONAL COMMENTS

There should be a better selection of books in the library
There should be more information available to students who are planning to transfer to a 4 year institution. There should be another student lounge.

Build a baseball field.

A better organized finacial aid program in the area of disbursment of checks. More womens sports.

I would like to see more daytime & Saturday Dance classes. Also Mime classes. A more comprehensive health center. I mean, anybody can put on a bandaid.
I'd like to see more workshops and field trip-type weekend classes, I.E. "Marine birds and mammals." It got canceled this year, in spite of high student interest.
Also, the folks who run the check stand in the bookstore could use some training in their job. They're slow and tend to be absent minded.
In general, more liberal arts classes are necessary.

I have found the College of Alameda so far very enjoyable,the instructors are excellent at least mine were. I have attended two other schools & find this cafateria very poor in both service & prices, there is also not enough variety.
The library also is lacking a lot of things especially bad for its noisiness. I also was used to being able to use typewriters available in library.
The child care is of course my biggest problem as I have a family of 9, (7 children) & find it very hard financially to pay for child care.

By the classes that you are really try to get in as to better you in your major. You should't have to waite to get in. You should fine out who really do want to lean the skeil and who don't

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Q. #30 PERSONAL COMMENTS

The standards at COA, for me, Should be heightened somewhat about the high school level.

I question the help available in advanced typing class? I Became discouraged & dropped out after two months.

I really can't say much because I don't know that much about this college. I haven't been here very long.

Should have more financial assistance for books. and Loan or E.O.P. the Money is very much needed.

By being able to understand better, relaxe my mind. This is the Class I need more. Being able to relate more, and understanding

---

The program they have set up now is ok. but I would appeciate having my B.E.O.G. grant the second week of school are earler because sometimes I must drop class that are important to me. because money is short

---

By getting their Finanial aid Togecher. Its impossible standing in long hours miseing classes Just to recieve $127.00 a month. Students do not recieve meal tickets when they suppose too. and speaking For more than Just myself We can't afford to come and go back and Forth To Alameda From East Oakland or Berkeley every day beacuse our money Just want allow us to do so. So I personaly Think that the Finanail aide office has plenty of shit to get together. and as far as COA Bull Shit.

I think that the techer should Help you better and take time out with you and they Should get to know you Better I have a techer Who me By my grads Because they are Bad and I use to care But I Don't now.

It seems there should be an area for groups to work together as in the cafeteria, but due to the game tables, etc. the noise level is way too high.

I would like to see more classes offered. Go more in depth than just an introduction course, have courses to continue on.

THIS IS ONLY MY FIRST QUARTER AT THE COLLEGE, SO I'M TO WELL KNOWN WITH THE WAYS OF THE COLLEGE. IT SEEMS TO BE ALL RIGHT THE WAY IT IS.

No comments at this time.

I have attended other college (a JC & a state college) compared to them, I find this school's atmosphere very apathetic. The classes I take aren't challenging at all. The classroom's aren't stimulating, I have a hard time staying awake.

The only reason I have come here is because it is required that I have some english classes for nursing.

My evening anatomy class is not structured enough. I don't feel I have learned as much as I should have.
Classes should be offered at more times. (i.e. increase the # of sections available). I had a hard time scheduling classes so that I could go to class and then go home. Most times I would have a class in the a.m. & then one in the afternoon - I gave up & took a class in the a.m. (10-12) & one at night (6:30-10). I would rather not have any night classes because of the transportation problem.
Each class offered should have <u>at least</u> 2 sections.
Also, I am going to Merritt Nursing School. We have classes there also, & it was hard to get classes here because I had to schedule them around my classes at Merritt because they are not flexible.

PLACE more benches around so people don't have to sit on the ground! Also it would be helpful to me if more classes were put on a schedule such as Mondays, Wednesdays and Fridays, for lectures, and maybe later in the day or another day have a seminar which would break down the class in a small group. This would give me a day off for study or whatever I wanted to do.

.0 PERSONAL COMMENTS

I like the College of AlaMEdA I like All thE clAssEs I have And I AM SAtisfied.

Iuprove parking conditiors - security in parking lot had car broken into. Dope smoking in cars etc.

The vocational courses require additional financial support and require much much more moral support from administration. Up to now - support has been strictly negative

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I FEEL THAT THE INTREST, BY THE ADMINSTRATION, COULD BE BETTER GEARED TOWARDS THE OCUPATIONAL STUDENTS NEEDS. BY BETTER FACILITIES AND LEARWING AIDS.

The lack of materials (books-maNuals etc. available to diesal sTudents as well as the TighT FUNdiNg of The deparTmeNT seams To peNalize sTudenTs who are carreer occupation orieNTed. It seams that if your sure you want a job iN a specific Field-you are not TreaTed as well as people who are "FiNding themselves" TaKing iNTroducotory every thing etc. etc.
UNFAIR!

The food service in the campus is too high (price) and the kind of food they serve is lousy.

DiASAL SHOP is TO small. ThE TOOLS ArE old aNd OUT Dated. ShoRT handed ON INSTRUCTORS-

---

1. CAfeteRIS SeRvices & pRices could be better

2. MORE off Campus tRAiNiNg iN OCCUpatiOnAL COURses. Field trips too

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I'll tell you what. When some off-the-wall idea comes to mind, I'll letchaknow, OK?

Q. #30 PERSONAL COMMENTS

Longer counselor hours - more Peer counselor with bigger age variance and better office space More Financial aid people. Some brocedures on assistance in filling out forms (enrollment, financial aid, transfer etc)
Qualified Medical Person on duty. Bigger variety and better food in cafateria. Better service of vending machines.
Books on how to pass or study for Sat and other test (free).
Counselors or Person specifically trained to assist students who have been out of school 6 years or more.-

---

I really don't like this school that much. There are a couple of teachers I really enjoy and the rest are O.K. I'm an older student and I resent the college's attitude toward tardies and abanctances. I need help to get me on the track to set about going to a four-year college. Both counslors (I visited) were busy, uninterested and talked too fast. I like my classes & I'm doing well but I don't enjoy the students. Most seem to be here to rip off finicanal aid, grants & GI Bill (not all students of course) The drop out rate is depressing. Students are loud, show up late for class and people do smoke & eat in the classrooms. The older students seem sincere & I've made friendships with them. Also I'm white and blonde and men seem to hang out by the cafeteria & parking lots and feel compeled to make sexual comments to me. I don't feel safe when I go to my health class (P103) because of these types that hang out and ask me if I want to ---- or smoke dope. It's discouraging and I hope to learn as much as possible for two years, not get involved and then get out of this school!

Good will:
CONSTANT VIGILANCE; SENSITIVITY WELL-INTENTIONED QUICK RESPONCES TO OUR NEEDS IF SITUATION & CONDITIONS WARRANT IT.

This col. is surely a product of its environment. Sometimes I think this COA is trying to answer the problem of inequality and is only contributing to it. It is certainly turning out in-equal. students. My high school was more dificult than this. Off Campus I refer to COA as the Oakland Fashion Show. There are too many people here on grants and getting other mony to show up and "style". Most of my classes have more non-students than students. This method of what I call equalization cannot work because it only gives things away.
So the best way the COA can help serve me the 'student' is to surround me with other "real students".

Have more modern automotive equipment available, Expand the automotive shop- need larger building. Guest speakers on topics pertaining to autos.

Q. #30 PERSONAL COMMENTS

PERSONALY I FIND THAT THE COLLEGE HAS A VERY WELL ROUNDED PROGRAM. I AM ONLY A PART-TIME STUDENT & MY NEEDS ARE NOT GREAT AND AS A RESULT I DON'T HAVE ANY STICKS TO THROW BETWEEN YOUR SPOKES.

THE COLLEGE OF ALAMEDA WOULD SERVE ME BETTER If THERE WERE MORE STUDENT, fALCuiTY CONTACT. MORE STUDENT SERVICES, HEALTH, JOB, fiNANciAL, & RECRGRATIONAL. MORE PROGRAMS DESIGN TO BRING STUDENTS TO gETHER.

LET ME PLAY TENNIS FOR THEM.

---

moRe parkin_ space
hiRe people in the cafe. who have bRains in theiR heads instead of swamp water
Have school police patrol grounds, bathrooms, & lounge more often
HiRe teachers with personality. Robot like teachers tend to bore & cause students to lose interest in class

---

Am satisfied now!

I only have one more thing to say and that is .....

Just give me some finacial Aid And I'll gladly stay here in your school! I' Am very serious.

There is too much bureaucratic red-
tape for a school this size. Administrators tend to think of students as cattle. White students are often ignored in the spirit of minority advancement.
The school would serve all students better if it could teach them to handle the red-tape of taxes, schools, job applications, and personal finances.

The College of Alameda have everything I think it could have.

Would like to see more automotive classes available at night. Less emphasis on grading in night classes. Classes geared toward amatuers, possibly with less time per class required. (1½ or 2 hrs. instead of 3 hrs. per class)

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first of all, I would investigate the channeling of funds for the EOPS program. I would like to see some kind of regulation concerning the academic levels of the participants that remains constant. I understand the unit level has fluctuated because so many people dropped out of classes following receipt of their grant checks. I find the lack of interest generated by ( ) terrible - everything is blamed on the computer, nothing is accomplished & a lot of double talk is done. I personally do not trust either of these men & believe they should be removed.
The cafeteria food is overpriced - The only people who use it are those using meal tickets because part of their grant is wasted if they don't. I think a student should have the option of getting the money instead of meal tickets. It is much less expensive to bring a lunch, especially when it seems like such a waste the way this program is presently presented.

I believe that many students, as well as myself, are having an extreameley difficult time trying to buy a nutritious meal at a reasonably cheap price. Colleges should have non-profit cafeteria! Students need to eat. Hungry students do not learn well. But I certainly, and I'm sure many others, cannot afford to eat anything at this cafeteria! No prices are posted on hot food - many other items. 30¢ & tax for an apple?? Please don't exploit a students need to eat! Not everyone remembers to bring lunch every day & sometimes we want a hot lunch. But not at such outrageous prices!!

INCREASED SECURITY IN PARKING AREAS.

STUDENT GOVERNMENT NEEDS TO SERVE STUDENTS BY MAKING THE STUDENT AWARE OF ADMINISTRATIVE CHANGES, INCLUDING STUDENT CONTROL OF DISTRIBUTION OF GRANTS AND THE CAFETERIA

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cant think of anything right now.

A better tutoring assistance program.

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more personalized help concerning administrative affairs

Q. #30 PERSONAL COMMENTS

Here I am not able to get prerequisite courses to the science classes. I took an Astronomy 2 quarters because I was curious and wanted some know-
ledge about the universe. The quarter I took it, only the II class was offered. I tried it, but ended up with a "W" grade. I would have had to wait until the followering quarter for Astronomy I maybe ended up still with a "W". so that is why I suggest more prequisite Classes. This applies also in other areas of discipline.
COA also needs some kind of student Orientation program for new students when they enter here.

I would like the College of Alameda to improve and or add more musicial facilities such as: instrumental practise rooms or booths.

Have more team sports like badminton or gymnastics - volleyball
Organized events - Dances & skating
Bring people closer

---

no comments.

I a'm about to transfer from this college and have had no complaints thus far however at times I have felt that the College of Alameda could use more classes in a particular area at a given time. For example chem. 1A is only offered once a year.

The following ideas in my opinion would help:

a. Better cafeteria program.
b. large study area for individuals or moderately quiet groups.
c. More information on transferring to 4 yr. Colleges & Universities and required courses/transferable courses.

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1) ban radios from campus. Trying to study on the grass while people are playing radios loud doesn't cut it.
2) Offer some forestry classes (ex) Fether River College
3) better qualified tutors in upper coarses (ex) calculous. (tuturing center is a joke)

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Q. #30 PERSONAL COMMENTS

More Law Classes

Please get the city to change the stop Light sequence at the intersection of Atlantic & Webster.
Stop all trafic for 20-30 seconds and allow pedestrians to cross in all directions.
Some day a car or truck is going to plow into a group of people. Because the sighns & lights protecting pedestrians are either not seen or obeyed.

Have more Late Afternoon Classes in business

The class pace is generally slow and demeaning, Admissions policies work well for experiencial classes and general classes and non academic classes, but academic classes are geared for low pace and intelligence. Most class learning for a whole quarter could take place in less than one week of concentrated study. I would like to be able to take any class at UCB for free, without the intense red tape normally needed for entry. COA is much lacking in a stimulating environment. More self determinism and self developement and awareness classes are needed to make the education practical to being alive.

I would like to have evening classes during the summer. Chabot College has mini-classes during the summer. The classes are set up for three weeks at a time.
I would like to work out in a gymnastic class - un even bars, parallel bars, trampoline, tumbling, etc.

As this is my first quarter at Alameda & an evening class to boot, I really have not yet been able to take advantage of services of the college. I was very please with the registration format & very much enjoy my course & instructor. When I return full time in the fall, I hope to be able to take advantage of the services & consequently better evaluate the college.

Would like to see the Administration Offices open in the evening to correspond to the evening hours of classes, especially those that begin at 4:30 PM.

Q. #30 PERSONAL COMMENTS

Parking is a problem for the body class as we start later in the morning. we could use a larger area or a special parking for body & paint. We are have to learn a trade and It is important we have the best equipment along with a good instructor (we have a very good one) so we will be able to secure a good job.

Al Anderson 865 58 0758

The cafe need to add more cheap price foods for people.

IN THE AUTO BODY & PAINT CLASSES WE NEED OUR OWN INDIVIDUAL CLASS ROOM LARGE ENOUGH TO PUT A CAR IN AND LEAVE IT OVERNIGHT, SET UP STATIONARY WELDING TANKS, HAVE ENOUGH TO SIT DOWN WITH A CAR IN THE ROOM, AND THE ROOM COULD BE A PORTABLE OR CONNECTED TO THE BUILDING.

I hope we should having a personal park place. My classes place make it bigger like class will disturbed and we can lock by the teach. We need our own class-room. down to the shop. and we can put the thing we need. like tank. We cann't bang up. to 1st floor. Have a good service of cafeteria and good. food.

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school should spend more money on film. I'm in the auto body & paint class, we aren't being shown enough educational film relating to the material that we're taugh in . I would like to see an additional class room put in, so demo can be set up. Class working area. is not sound-proof. Lots of time can't here instructor.

So far I've enjoyed my classes. I take a class to get something out of it and also to transfer. Sometimes students can't relate to the teacher or vice versa. Teachers should be checked up on occasionally to see if teacher is getting learning across. In my Asian Hist. class, you can't even understand him, and learning was difficult.

I think we should have more books in the library.

A SLIGHTLY FASTER PACED INSTRUCTION IN SOME CLASSES.

Needs a pool hall with pinball. Whenever ever a teacher does not show up during an 8-10 class or similar.

Q. #30 PERSONAL COMMENTS

OUR OWN CLASS ROOM FOR AUTO BODY OUT OF THE WORKSHOP AREA.
MORE TOOM IN OUR WORKSHOP AREA. AND TOOL ROOM EXPANDED WELDING FACILITIES (TIG-MIG-HELIARC)
MORE TEACHING AIDS (FILMS-PRINTED MATERIALS)
ENLARGED AND FASTER CAFETERIA
MORE PARKING FACILITIES
DISCOUNT PLAN FOR BUYING TOOLS
MORE SPECIALIZED TOOLS IN BODY SHOP

I would like to have a seperate class room for welding facilities
I would like more storage space for parts, within the Aut. Body class.

I would like to see the Auto Section organized a lot better than it is. for one thing, the Auto body class has no room or rooms set aside just for its use soley and we are short changed in the amount of material that can be transported back and forth from Lecture to Lecture. If we were able to have out own Lecture room we would be able to set up Permited equipement and not have it moved from place to place causing breakage etc. which we can't afford in short I think the Auto Section has been short changed in all aspects as compared the Other areas of school.

---

take care of bussinness, get things together, and put the aritism to work.

Brochures of what classes are all about.
Better parking facilities.
More individualized attention.

I'm in the Auto body class and have a few points to make..
The instructor takes time to teach us to work with many methods such as working with the sloping file and lead filler. This and other methods are not used at any other Auto body classes in the area.
These ways of working are very necessary if the students planing to enter the field of restoring vintage and classic automobles.
We could use a class room where our instructor could bring in welding tanks for demstration and other aids such as car bodies and frames that would be worked on and then left untill work is followed up in the next lecture. This is impossible to do with other meeting in the same room and at that, its upstaires, where this equipment and aids cannot be moved. We have tried to have this type of instruction in the shop area but again we have autos being worked on and moved each day by our class and the paint class. And over and above that its hard to hear the instructor due to the very poor acoustics of the shop.
A portable class room just for the body & paint classes would help with this problem. We could use more funds for ab welding equipment and a water filter system and bake oven for the paint class.

Q. #30 PERSONAL COMMENTS

I would like the school to have supply that students can buy in the school, so we don't have to go outside to look for the needs.

Since am in the auto body class I don't have any choice but to talk about auto body. The class am in right now could use some new equitment. for example new air hose new extension cord, new hammer.

For the Auto Body Course, I think Class Size is too large, especially at the Beginning of Each Course. The instructor Has To spend Time in The Welding Room when He is More urgently needed in the main shop area. in This Field when the instructor has too many students in class He cannot give enough individual instruction which takes away from the Quality of instruction.
I also object to Holding Staff Meetings in the Middle of the Day which further cuts into Each Day.
I would also like to see a more standard class time instead of Three Different Times Each Week which is Confusing.
The Grading & Absentee Standards are fair except in of course Unusual Circumstances which should be Handled Between student & Instructor.
I detest the Police Services on the campus And Also the Parking Facilities. Nothing is Safe.

Get the Beog check strait!
More indivdual instruction. ie. smaller classes'
More than one parking area for motor cyles

I would lile to see a independent study like class for people Finishing one year of 1) Auto body Paint 2) or and Atuo body, instead of an indepentet study class after two year which if has been in the pass. This would give the student more time to study his Field.

Keep all of the bath rooms clean as they are very inportant to people who have use at any time.
There is one mens room near the body shop that every hour is so drity the people go in and come right out as fast As the go in. its always dirty can you see that the students in automotive Dept. get very dirty at times or al the Time and it only Take but a Few minets For the mens room to get out of order due to all the people who have to use them every ½ hour or hour.

Thank you

P.S. is not to much to ask!

Q. #30 PERSONAL COMMENTS

I would like there to be a theater for the acting classes to use. Women's classes should be available for those who want them.

A nursing program is the one thing that I would really like for the college of Alameda to have avilable, for interested students.

I FEEL THAT THERE SHOULD BE SOME AID AVAILABLE TO STUDENTS WITH HIGH ACADEMIC ACHIEVEMENT PLUS A NEED FOR FINANCIAL ASSISTANCE. IT SEEMS TOTALLY UNFAIR FOR STUDENTS TO DO A MINIMUM OF WORK TO EARN A "C" OR PASSING GRADE AND RECEIVE FINANCIAL AID; AS A STUDENT WITH A 4.0 AVERAGE FOR THE PAST FOUR QUARTERS NOT "POOR ENOUGH" FOR ASSISTANCE, I FEEL GYPED! LETS SEE THE RETURN OF ACADEMIC GRANTS AND SCHOLARSHIPS! THERE IS A REAL NEED FOR STUDENT PEER COUNSELORS TO BE AVAILABLE TO ASSIST WITH CLASS SCHEDULING AND TRANSFER REQUIREMENTS, ETC. THIS WOULD OPEN UP TIME FOR THE COUNSELORS TO BE AVAILABE TO THE STUDENTS FOR SERVICES THEY HAVE BEEN TRAINED FOR NAMELY COUNSELING. THE PEER COUNSELORS CAN AND SHOULD DO THE CLASS SCHEDULING AND TRANSFER REQ.
IMPROVED FACILITIES; SMALLER CLASS SIZES; MORE OPEN STUDIO HOURS. THE ART STUDIOS ARE EMPTY ON FRIDAYS. LETS UTILIZE THESE HOURS FOR STUDENTS TO IMPROVE THEIR SKILLS. PERHAPS A T.A. OR STUDENT CHOSEN BY THE INSTRUCTOR COULD BE AVAILABLE TO GUIDE THE STUDENTS OR WATCH THE FACILITIES.

Basically I enjoy Alameda College. I enjoy the classes I am taking and the teachers that head them. <u>But</u> I have two basic complaints
1) As an English major this school does not meet my needs. This may be my problem and not the schools'. As an English major I feel there isn't a variety of subjects to choose from Most of the classes seem to be basic composition classes. I am comparing the classes offered to those offered at Chabot College in Hayward. There is no comparison. One literature class was available to me this quarter compared to approximately 10 offered at Chabot.
2) The standards of what is expected from the students is lowered according <u>some</u> students. For instance, papers don't have to be typed, a student doesn't need his text for a couple of weeks to get by in class etc. This is only true of some classes. But I feel this is damaging to the students who wish to transfer to a 4-year school. From whatI understand it could be quite a shock in what is expected from a student at a 4-year school.

Q. #30 PERSONAL COMMENTS

I would like more information, directly available to student, on specific requirements and methods of transfering to 4 year systems.

AN AWARNESS IN KEEPING THE CAMPUS Free From Cig. Butts.

A

NO SMOKING

AREA in the

cafeteria!!

(I can't Breath or
eat in sTaLe
smoke)

Excellent ideas:

1) Quiet place to study other than libray
2) Place to meditate
3) Place to relax between classes

A NO SMOKING AREA IS DESPARATELY NEEDED SINCE NOT ALL OF US Wish to inhale someone else's habit.

TO CONTINUE OFFERING CLASSES WHICH ARE TRANSFERABLE TO U.C. THE FACT THAT ALAMEDA IS ON THE QUARTER SYSTEM ALLOWS FOR MID YEAR TRANSFER

NO smoking area in cafeteria
Better A.C. Transit Bus Shelter

Better assessment of students needs i.e. Work shop space, size, Number of pieces of equipment and the biggest thing is number of students per instructor. It is impossible in a Trade Technical area to realize any gain with 25 students all demanding equal time from an instructor. In trade areas this is the biggest problem. Class size is entirely to large. In a given trade the Union specifies that there shall not be but one apprentice per 3 journey-man yet you people expect to place and carry 20-25 beginning people per one journeyman. This has to say something of the No 1. Calibur of training and No. 2 The sincerety of the school as far as trade technical training is concerned.

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get with of the Role taking system. We are here to Learn, not to here to check in or check out. Role taking is a buren to me. Always worry about being Late. And get MARK.

Q. #30 PERSONAL COMMENTS

1. Low the cost of food.
2. More Meal ticket

I do not complain too much about the food in cafetaria; it's expected to be - Average but the services from the employees, especially (cashier) is terrible & lousy. (No consideration on students, and disrespectful.) (Cafetaria NEEDS a change) (Very roudy place -

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Only one comment.
The large amount jof Homework that is given out, a person that is working had a very hard time doing bothe, withe equal vigor. The one hour classe are starting about a quater after the hour, So by the time you get into the class its about time to go the next class.

To me the college of alameda is pretty will organzed. I think they could work on a better system at the book store, for when its' time for the students to buy their books. Their cost is to high.

You should be allowed to give information about out spouse's schedule and classes so that we can be able to locate him/her in an emergency. Because some students husbands/wives are separated and need to knkow the where-abouts in case of legal matters.

Instead of encouraging students to come up here to play games they should try to encourage them to go & be in their classes. They should also draw a line on students (new) & 2nd yr. students as far as Financial Aid is concerned. It's not fair to 2nd yr. students!

I would like the College to offer more class in other fields. The classes are too full to get into. Some classes only offered at one time. There should be more classes than to be in over crowded classes.

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* This is a good College - but I think we're missing more courses and classes in some other community colleges they are ofering. I hope we will have those courses in the future. that will help more students learn and study much more.

Q. #30 PERSONAL COMMENTS

1) We need <u>much</u> more lighting at night on the campus, especially on walkways leading to the parking lots.
2) Book Store hours for evening students.
3) A more liberal book-refund policy.
4) I think Art students deserve much more credit for all the time and effort they put into their work than to receive only two units. Last year I didn't even think three was enough.
5) Myself and a number of people I know bought <u>new</u> books (supposedly) from this college bookstore only to take them home and discover writing in them, torn pages, and the paid stamp in the front cover erased. We are getting ripped-off enough for the prices charged in this school and we don't really need to see these kind of things happening.

I haven't really been here that long, but I answered these questions to the best of my knowledge of the College of Alameda.

I am grateful to College of Alameda of everything I learned. The instructors are good. I can't ask for more.

---

more activities and more science classes being offered.

The Research was to long.

NEED larger Book store with more of out needs: for classes. Larger child care Center.

I think the food prices should be lower and the quality higher, there should be no tax on food!
When giving financial aid checks, they should have better means of dispursal, where there are more people assisting & better organization, so we don't have to wait for hours & miss classes because of it. And also a student lounge for non-minority, I say this because the whole student lounge is owned by minorities, and its too noisy & unrelaxing to stay there.

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Q. #30 PERSONAL COMMENTS

I would like the college of Alameda to provide morer and better finicial Aids. Moreer teachers and classes. And to change the system of Alameda around a little city.

---

just be equal in the decisions concerning students and their finincial needs. Don't be predjudicd.

Some things I would like to change is the cafiteria I have bought snacks their lately and I never will again. People who spend their money for such cheap food should take a course in the art of consumption and getting their wor h out of their money. For a fruit pie you pay 7 cents more than a grocery store. The prices are outragious. Second the giving of loans should be revised for the people who need it. I earn my money to go to school (supplies, gas, food) But the lost time I say the line it seemed every tom dick and Harry was in line. It seemed to me a high percentage of people seemed to be well off. Driving big fancy cars and wearing high priced apperal I think the applications should be looked into more carefuly, so maybe the people who need it the most will get it.

I can't think of any more ways I would like the College of Alameda to help serve me as a student.

I am not a full-time student, and I am not here for a degree.
One possible suggestion is a group health plan for students, and on-campus health services. Many of us are not covered by insurance, and a medical emergency would be extremely hard on us.

Provide Expresso machine in Cafeteria
Have small classes - seminars - information days - like College of Alameda Tree Day Have displays & lectures on off-hours (12-1 pm, 4-6 pm, 10-11 pm) and tree exhibits
Get info to people!!
Provide ZigZag service in Bookstore

None

Q. #30 PERSONAL COMMENTS

1 POSSIBLE VOCATIONAL STUDIES IN COMPUTER SCIENCE
2 SPEED READING COURSES
3 AN OPEN DARKROOM FOR PHOTOGRAPHY
4 SOME KIND OF CALENDER THAT WOULD COME OUT AT THE BEGINNING OF THE SEMESTER & WOULD INDICATE ALL THE EVENTS OF THE FORTHCOMING SEMESTER.
5 CLOSER LIASON BETWEEN JC &UC FOR TRANSFERRING STUDENTS.
6 SOMEONE IN THE FINANCIAL AID OFFICE THAT KNOWS WHAT THEY ARE DOING.
7 SOME GOOD ENGLISH LITERATURE CLASSES
8 ADVANCED FRENCH CLASSES WHERE THE TEACHER KNOWS MORE THAN I DO.
9 MORE CLASSES WITH MARV ROTHMAN. (LAW CLASSES)
10 A SHORT CLASS ON TRANSFERRING TO STATE OR UC TO GIVE PEOPLE AN IDEA OF THE HASSLES INVOLVED, AND WHAT TO EXPECT.
11 A SWIMMING POOL.
12 A THEATRE, WHERE MOVIES MIGHT BE SHOWN. ALSO CLASSES ON HISTORY & THEORY OF FILM.
13 I HATE TO BITCH BUT THE CAFETERIA IS APPALLING.

If there were any Field Trips for some classes, it would be nice if there was a bus organized. Some students does not have cars. And the cafeteria should be improve. To me I rather eat off campus. even if I had free lunch tickets. The service and food is unorganize. And seem to be unsanitize.

Well I need help with choosing my classes. And some counselors don't really do the job!

Counseling improvements to help students select courses which are University transferable and help in guiding students to take courses which will enable them to attend 4 year institutions. I have taken courses which I didn't need to take, because of errors made by counslers here.

Just have real college classes. This is a college remember!
Have more complete science dept.

It seems as though college of Alemeda is not for-real! Make the campus LIVE
Teachers are dumies!
Students too! (some).
There has to be a problem some where!
FIND OUT!
and you will have a more together, and better college!

Q. #30 PERSONAL COMMENTS

Alameda is a small college with a limited number of classes, I would like to see more classes added. The tone of the classes is funny. I mean I have attented other Colleges before and cant remember going to one class for five days a week.

The standards here are very low. You give away to much money to people who waste it.

I would like to see a newstand IE. magazines and newspapers on the campus.
I would like more information on courses accepted by four year institutions and what is involved in transferring. Also more information about the trends of the changing job mardet and how your ultimate goal will procure a position in our society.

---

more white counselor's & helpers!

The cafeteria should be student run. Like the COA paper said, "A few people should not be able to make money from the students' need to eat".
Also, the food is very bad, (probably unhealthy) and much too expensive. There must be a better way.
I tutor for a couple of teachers, and it would be nice to have a place to go where we could have as much time as we need and not bother anybody with our talking.

Give more Money to the student to Help better There Education

---

I want to transfer to Cal Berkeley in three years after working for the money to go, and I need some courses: Basic algebra, basic Chemistry, Library - How to Use it - also perhaps shorthand before I go back to school to get a better job. All these I would like to have on a Saturday because, even if I lived in Alameda, it would be much harder taking classes at night than on Saturdays. Even all day Saturday. But I know there must be problems with this, so don't really expect all those classes to be offered on a Saturday.
(By the way, Mrs. Miller is a <u>great</u> teacher.)

Quiet areas are desperately needed!

---

30 PERSONAL COMMENTS

The drama department must be expanded in order to allow students to express themselves. There is a desperate need for decorating the pocket theatre. I think that if the area outside the small building were landscaped decently it would put students in a better frame of mind and willing to put forth a greater effort.

I wish the school had a friendly atmosphere. It's not the teachers but the students that make it unfriendly. I know I could learn better if the people around me took an interest in the people around them.

The counselors don't tell you very much when you talk to them. I think if they were on their job I could be more interested and concerned.

Teacher who teaches on a level for a personal who have been away from school a long time. A teachers an teachers who teach on a slow pace.

I think the demands should be greater in order to prepare the continuing student for what he/she will face in a four year college or for that matter any higher education.

I would like to have "down to earth" for real teachers to help you when you need it. Usually teachers know the students who are weak, I think teachers should take more interest in the students than they are doing presently.

Frist I would like for you to get some bussines counlear at nite to have fright agurment with out teache who just throw you out the class for know reason at all. and tell you not to come back because he drop and not not because their not en room just because he don't want me their att all. So that Fuck up my money after I brought this book and dont want I could brought another book with that.

I don't know much about the college of Alameda For I'm a night time student and so far have only taken classe for self-improvement.

However, I may in the near futhur I would like maybe to go into dancing serously. And would like something to be set up for the person who dose work in the day. So that he or she may obtain some such degree to go into the field of they're choice.

---

30 PERSONAL COMMENTS

No Comments.

Have a full time nurse. Have a fulltime mental health advisor For persons who have minor or serous problems which affect their class & home studies

---

I like College of Alameda. This is my second year at C.O.A. Last year I attended Merritt College. I didnot like it. College of Alameda has a good selection with classes. I'm taking Dental Assisting and I love it. All the teachers on campus are friendly. The only gripe I have about C.O.A. is the financial aid. I had to wait two whole months for my check because Merritt hadn't sent my transcripts. I hope this problem will not come up again. It wasn't C.O.A.'s fault, but Mr. Harris told me it wasn't filed yet.

Being a student at the C.O.A for my first quarter I have really looked behind the scene to see how this school is really run. I just have one suggestion and it is-this school better straighten up - financially because it is getting ripped off - by Students- in specific Student activities - and Cafeteria & book store services!

---

get the main library finished.

Have supplies & things in the bookStore to its fullest.

I would like the College to oRdeR moRe catalogs foR the beginning of each quaRteR! This is my second quaRteR heRe & I have neveR had the catalog to assist me picking classes. It would be a big help to know what I am taking each quaRteR.

This is my First Quarter at the college of alameda, so Far I like the way it is arranged. The system, planning the program. I was going to enrooled in cabot college, then I came here. I like the people the way the program was set up so I stood here. So I think it has already has served by purpose.

Have more tutors and larger areas in which these people can work and with better teaching aids for them to work with.

I would like to see the karate class advance instead of remain at the same level. Sparring should be allowed and possibly Inter-collegiate competition. Otherwise the instructor will have to do it off campuss and many students won't be able to advance due to cost of tuition.

I am honored to be a student at the college. I cant think of anything to make it better

---

1. the Cafeteria is, has been, and always will be, a failure unless drastic changes are made. No other college in the Bay Area has the mess that we do.

2. Financial Aid is costly - many of us are making it on our own and I think the money could be more wisely spent.

3. The Police services should be expanded - not to the point of a "Police State", but I believe we should at least be able to feel secure about Parking our cars and walking on campus - Day or Night.

4. Instructors should be supported by the administration more. I have been in classes where the instructors and students have been threatened, and I believe that if the administration would stand strongly behind the instructors that they would be more able to deal with this problem.

5. Who is the college President? there is absolutely no contact between students & administration.

---

noon concerts- more tall trees on campus, I do like the selection of books in the library (mostly new) but you need more.

I wish that some teachers would take a more personalized attitude towards other, I also wish exams were written in a more direct way. Students should be closer to eachother. School should be enjoyable the relationships between teachers vs students, students vs students should be closer after all we are all human.

---

to improve the distribution of the financial aide checks, which has been very frustrating for some students as well as myself. I suggest that the money be distributed the way they were before

Response

The College of Alameda serves my needs now. The courses offered are interesting and my instructors are very efficient. I'm studying to earn an A.A. and then on to a 4 yr. school.

The Physical Education Department is filling my needs as a person of 37 years to get in shape and enjoy tennis and bowling.

I'm very satisfied with my 13 hour credit schedule now and attend to sign up for next term.

I am afraid that I was not much help. I am only enrolled for one quarter before I transfer to Mills for my Masters. I never get on campus. All my classes are in 6111. That is the only part of the COA that I see.

Well for one thing someone could talk to the EOP counselor about giving out meal tickets and tell him to stop being so selfish about someone who real is in need.

IF A FEW OF THE INSTRUCTORS WERE A LITTLE MORE CARING, IT WOULD MAKE IT MORE MEANINGFUL AND MORE ENJOYABLE TO COME HERE.

I am a first time student and so I don't know what I really need yet.

---

more money available to classes for films

As an evening student i feel there is an overemphasis on vocational studies - major requirements. What about those of us who work during the day & attempt to pursue a liberal arts program at night & on Saturdays. There isn't a whole lot to choose from. (ie., language arts, geography, geology, health science, political science) I would also appreciate a more accessible, more in-tune counselling dept. Also a quite place to go & particularly police services in the dark areas of campus & parking lot at night. Thankx for asking!

Make Friday evening classes, and/or create more class - hour flexibility. Your regulations are too strict and inhibit positive envirnments to learning.

Also, you fail to offer media for our classes, excepting on a piece meal basis. Resources <u>are</u> available throughout the system as well as

(continued on next page)

Response

(continued from previous page)

on the campus/ They should be utilized &/or made available. I should have liked to have had a classroom set-up to micro the Adam's Chronicles Thurs. eves at 9 pm and would like to have had other films available concerning the authors read in my lit class.

I would like to see the use of marijana on the campus under control. The way a majority of the students treat me and others, very pushy, extremely loud, having respect for themselves and others, would be a goal to work for.

The college should offer more course on a particullar subject to enable us to chose our class schedule with no conflicting time. This allows us to take more courses.

---

we'd have to talk about ie.

Easy!

---

nice campus, save the grass & trees, if you do too much building you will spoil the campus. Better food for cheaper prices, better tutors (one exception is Cherly; she's the best tutor and deserves recomondation) football team would be nice,

---

circulate information on places to recive help.

I urgently recommend another area other than the library. A SILENT PLACE to Study! Only study! Quietly! I enjoy COA immensely and have found it to meet my needs well.

More qualified teachers. Their should be professional scouts to make sure the teachers do their job right. Also their should be a student poll of all the teachers at the College.

The teachers should put emphasis on learning, rather than threatening a student with failures.

Response

1. First, I would LiKe To SEE A "REgiSTRATiOn By MAiL" PROGRAM EXACTLY LiKe THE ONE BEiNG UTiLiZED By CHABOT CollegE. I THiNK iT IS MORE EFFICIeNT THAN THe ONE USed By C.O.A.

2. THe INSTRUCTOR Should be ALLowed to USE THE Books He Feels would be MoRe BeNeFiCiAL to the STUdeNts, THAN HAViNg THE college DicTATe WHAT BOOKS WiLL Be USED. FOR EXAMPLE: THe TRANSMISSION CLASS WAS FORCed To USE AN INFeRiOR ANd LeSS INFORMATIVe TEXT THAN PRevious CLASSES. THe TexT we ARE USiNg IS iNSUFFiCieNT, MiSLeAdiNg. & in SOME CASES COMPLeteLy WRONg. IN My OPiNiON We should NOT USE THe KRAUSE SERIES, BUT, SHould be USiNG THE "MOTORS MANUAL". IT HAS MORE COVERAge ANd INFORMATION THAN "KRAUSE" could EVeR HOPE TO HAVE.

3. THE CAFeTeRiA IS DepLoRAble - THe EMPLOYees Give "THEIR FRIENDS" PREFERENTIAL TReATMENT WHiLe OTHERS ARE WAiTiNg IN LiNE. YOU Need BetteR MANAgeMeNT up THeRE!

4. GETTiNG BACK TO #2 - JERRY TRUjiLLo IS A "FINE" INSTRUCTOR ANd SHould be giveN AN oppoRTUNity to TeACH THe CLASS HIS OWN WAY, NOT FORCed To USE A book THAT HAS TO be CORREcTed. IF HE FeelS "MOTORS MANUAL" IS A BeTTeR TEXT (WHiCH IT IS IN My OPiNiOn), THeN He should be ALLowed To Use iT. I FOR ONE WOUld RATHeR PAY A HIGHER $ FOR MOTORS. "KRAUSE" CAN Keep His BooK!!

After attending UC Davis for 2 yrs I am very disapppinted in the junior college system as Alameda reflects it. It is truly "just like highscool" = teachers absent often from class, students never prepared, teachers have no respect from students, little professional status in students eyes. The "homework" is so minimal, level of competition so low and material so watered down so all will understand that I do not think I've been prepared adequately to go to UC Berkeley. The environment was not stimulating for me, none of the students wanted to discuss ideas, academics. The majority seem like they have nothing better to do, so might as well go to school. This apathy makes me sick. And the "Bad Rap" - God can students discuss the negative aspects of school with you. "Pessmism serves no function" Ralph Nadar said.

I don't know what you can do - I don't know how you can make up for the background the Oakland schools have given most of these students or instill in them a pride in workmanship W/R to performance in class

---

I would like to be able to get my classes early before they are all full. I wish to have a counslor to help me with getting my classes.

NONE

We need more tools (sockets, screwdrivers) in my automatic transmission class

---

Response

I happen to be a night time student I think it would be much easier on the people that work in the daytime if the College of Alameda would be so kind as to set up a financial aid disbursing of checks. for night time students. So, we wouldn't have to take off work.

ThANkx

The College of Alameda should list in The Schedule of classes, the courses which are transferable and the courses which aren't. In this way you would be in a course all quarter and at the end find out the course can't be transfered. The students would need to seek a counselor because they could refer to their book to see what could and couldn't be transferred.

Wanda Williams

I would like to have a toutor come to my house to help me on my math. I also like to see another hire were you can pay for your food in the cafetria. I hope that next quarter you will also have more gym classes than the ones in the book, I also hope that you will have more clubs that others can get involve in. One more thing that I as the student want to have more music in the student lounge next quarter.

---

good idea to conduct this Study.

At the present time I am very happy about the college <u>overall</u> and have no complaints.

For myself the services provided are adequate.

THE COLLEGE OF ALAMEDA HAS BEEN MEETING MY NEEDS THROUGHOUT MY (1) YEARS ATTENDANCE.

Pass my classes!

I'm not a full time student of this school. But as of now everything is very satisfactory and in accordance with my own schedule.

No comment

---

0 Response

We need a New Drama Class!!!! This one we have is to small.

I don't have any idea

"NONE"
"VERY CONFUSED STUDENT".

There are many students envolved in Entertainment these days. The College of Alameda needs a new larger Theater soon! To keep the world

---

We should have a large theatre for the Drama Students.

It didn't make since to me

Very happy with the College of Alameda, find the teachers very helpful and respond to students at a personal level, which is refreshing. However, the Drama department facilities leave a great deal to be desired. Could improve considerable. The leak in the roof (disturbing) so cold we have to keep our over coats on. DR. Owens' pleasant personality helps humour us and has taught me self confidence, which has helped with my other subjects. If we had better facilities my health would improve.

Thank you.

It should be posted where, when, and how, to apply or participate in them. But there are a lot of good ideas for new programs and assistances.

Make it well lighted at night.

No comments

The College of Alameda, is outstanding in point of view. But we need more safety & police service at Evening

---

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0 Response

THE COLLEGE IS O.K. - EVENING STUDENTS & SATURDAY STUDENT SHOULD BE AWARE OF CAMPUS FUNCTIONS AS DAY STUDENTS. - MORE FOOD SERVICE SHOULD BE ADDED.

My Personal CoMMents is that we should have more Haitian. In terms of hours and days in Dance Dept. And more Dance in all field.

---

(1) wider selection of foreign languages
(2) violin classes & piano classes
(3) french during the day
not safe for a woman to come out at night

More classes & anything else that would be helpful in dance, music & theatre arts.

---

* THE FINANCIAL AIDE PEOPLE ARE UGLY, PEOPLE TO DEAL WITH
* THE CAFETERIA IS A POOR EXAMPLE OF FOOD.

A THEATRE FOR DRAMA STUDENTS NOW!!!!!

Be more compasionate in the financial respect, towards out of State Students. MORE DRAMA AND MUSIC FACILITIES FOR STUDENTS

Repairs & ReNovations for the PockeT Theatre

Student at this college would like to have a better Theater; Also a change to earn a B.A. Deg.

I have been very satisfied with the courses offered, but would like to have the library better staffed with literature and personnel. Would like to have drama class in better environment. The present classroom is very poor!

Need DRAMA AREA PLEASe!

---

0 Response

Start the evening classes earlier.

It appears the night students get short changed on what is offered (in the way of classes) & quality of instruction, also there is a shortage of available counseling & the book store hours are ridiculous. In general it appears that the COA recognizes the need for night in--- struction, but basically says to hell with it. Are good night in- instructors too expensive? Why aren't a full range of night classes offered? Is it too expensive? ---------- Straighten up the night school please!

GEAR THE PACE OF CURRICCULUM TO THE AVERAGE STUDENT, NOT TO THE PACE OF DUMB( )!

NONE

Being a nite student, I wish the college the same amt. of classes they during the day foR the nite students

---

1. FASTER SERVICE, BETTER FOOD AT MORE REASONABLE PRICES AT THE SCHOOL'S CAFETERIA.

I LIKE IT THE WAY IT IS.

I appreciate very much the opportunities available here, but perhaps some course are not college level.
Too many students come for checks only and should be more closely monitered. School radio station and building F in particular should be more integrated.

A MORE HELPFUL FINANCIAL AID OFFICE. MORE PARKING ACCOMADATIONS. MORE TOOLS IN THE BODY & PAINT DEPT. SUCH AS AIR HOSES, DA'S AIR IMPACTS. VENTILATION SYSTEMS, MORE WORK AREA. MORE SHORT CLASSES IN AUTOMOTIVE TRADES. EXPAND MORE OF THE VOACTIONAL TRADES. GET MORE UNDERSTANDING AUTO MECH. INSTURCTORS WHO KNOW WHAT THE SITUATION ON THE OUTSIDE ARE.

Offer more evening classes in the field of Business Education -

Jue

The greatest need I have become aware for myself and through others is a better counselling program by the different department counselors.

I don't have any personal comments.

Basically I feel the college offers a well-rounded curriculum for educational needs. It's the administration which seems to be very ineffective and unsensitive to the students needs. I have talked to counselors relating to my future field of study and asked for assistance regarding transfering to a Cal. University. As of yet I still haven't recieved any meaningful help. I feel it would be to the best interests of the students; college to offer stronger counseling services, financial aide and job referal.

Since I work I need both night and morning classes - before 10 A.M. it would be nice if some of the two part classes were offered at the same time except in different quarters, some students can only take classes a certin times, during the day.

Provide an area where students can meet. A stronger studert council. More school activities. Inter - J.C. sports.

Establish some entrance requirements. So many students do not have the educational achievement level to follow an accelerated course and thereby slow the class down.

I would like to see more concentration in funds and opportunity in the vocational courses, including the enlargement of the present facilities.

Make the minority an even basis to many blacks for alameda

I would like to see more classes dealing eith basic knowledge, such as rewiring a lamp cord, toaster, etc; plumbing; basic auto repair; etc

---

Replace the staff in the V.A. office - the present personnel are a a negative factor and extremely lazy. They have no interest in Veterans welfare or Needs, and must be pushed to pursue a problem.

WHERE THIS IS NOT SO EITHER THE CLASS IS CHOTIC OR JUST TOO BORING. IN CLASSES WHERE THE AIM OF THE STUDENTS & INSTRUCTOR IS TO GET THAT GRADE THE WHOLE THING IS TOO MECHANICAL TO ENCOURGE LEARNING.

THis is my FIRST QUARTER AT COA.
AM VERY SATISFIED WITH MY INSTRUCTOR & TA.
" " " " COURSE FORMAT (SLEF-PACED).

IF you can pass the tests, get the work done, etc. then class attendance should be unimportant- Teachers should give class overview at First, indicate what they are going to teach and what they expect student to be able to do at end of course- If student can already do this, the student should Be moved on. If not, discover what he needs to Know, Learn that, then move on. The Learning Process is the students Job - however he can do this. Sitting in a classroom listening to the teacher is only 1 way to learn - and not the Best in all cases -

---

I like the policy of being able to enter Data Processing classes at any time and hope it will continue.

Alameda College as is meets my needs perfectly well; but then I don't want anything from a Jr. College other than good classes. Indirectly I would appreciate a good child-care center, because, although I have no children, I've been in quite a few classes where the class had to deal with classmates children. And, although I'm not disabled, I think those people who are should be accomodated. Other than that, my only complaints have to do with getting to and from school - what with the rivers of traffic surrounding this school. But that is irrelevant.

I would have preferred to get all the money that I'm eligible for. for BEOG on one quarter rather than in parts.

---

offer desert studies part B s instead of canceling out at the week before it's to happen so i can finish getting the credit for the class

---

The College needs an indoor swimming pool.

I would like to see more of a selection of classes on the campus.

---

0 Response

N/A

NEED MORE JOB RELATED COURSES. ALSO MORE PLACEMENT - BUS. RELATED & PLACEMENT TYPE JOBS. ALSO MORE COUNSLERS FOR CAREER PLACEMENT.

More course that ofter a skill so you CAN get A job when you finish the course

---

More Courses that offer a skill so when you finish you CAN get A job.

I'm IN THE MILITARY AND RIgHT NOW I'm USING THE COLLEGE OF ALAMEDA AS A STIMULUS FOR MYSELF UNTIL WHEN I get OUT. FOR WHAT I WANT EVERYTHING IS FINe.

Keep students hopes and goals up and going. I'm unsure and bored

---

I would like the distributing of the checks more organized by mailing them to the home, or have separate table in gym with alphabets only; a letter for each table.

The finical aid is a pain in ASS, why isnt a way devesepemnt, for the people, who really want this aid get it which out a hassle. We need the money at that began of the quarter, but the middle or end. Please help us who want to learn something & don't make us suffer for what others did. If it wasnt for this finical aid, I cuouldn't be able to go to school at all. So think about it -

---

give me some financial Help!

I WOULD LIKE TO SEE THE COLL. SPECIALIZE IN EDUCATION RATHER THAN RECREATION. I DON'T SEE WHAT PLACE PINBALL MACHINES & POOL TABLES HAVE IN A COLL. THAT SORT OF RECREATION IS AVAILABLE IN OTHER PLACES & IF A STUDENT DOES NOT HAVE TIME TO GO SOMEWHERE ELSE TO PLAY THEN THAT STUDENT DOES NOT HAVE TIME TO PLAY. RECESS IS FOR KINDERGARTEN. I WOULD LIKE TO SEE THE CLASSES RESERVED FOR STUDENTS SERIOUS ABOUT LEARNING THE SUBJECT MATTER, AND HAVE THE PRIMARY AIM OF THE CLASS TO BE TO TEACH THE SUBJECT TO THOSE WHO WANT TO LEARN IN CLASSES.

:0 Response

Get MORE hours in Auto Body

I like the class has more work for me to do to help me on my skill an I went to learn more in class

---

I as a student feel that since we do have already many Vocational Classes we should expand more and offer more to Vacational Program, Also I feel someone should look into the problem of parking spaces. We can not find enough to get to class on time. This is a small college and too many people and some more will be added to the College and we need more spaces to park

---

As of now my needs are fullfilled. I've had full cooperation from counselers and can't think of any complaints. But give me about a year and Im sure Ill find something.

We need more parking, & more night class to help people how cannot come in the daytime.

---

1. More money to occupational program.
2. Have a Food truck park near Parking Lot 'c. So we don't have to walk cafe (too far.)

For me to get my money on time.

I have been a Student here for 2 years now. and as a financial aid recipient I feel that the disbursements are getting ridicoulous. It's as if they want to see how much we can stand. If they split the checks up any more I don't think the student body will be half as large. As a Fashion Art Major at the college I need fabrics and notions etc. the first week of school, and it's sort of hard if you take all Fashion Art classes and one math course due to the fact you need fabric for all the courses. Also, the book store should reduce the cost of their books, after all this isn't a University. I enjoy the College very much even though the Cafeteria is always crowded with dominoe, and whist players. Something should be done about this because they're taking all of the tables we use to eat at for game tables.

I have my AS Degree from Alameda JC and found then that the classes I needed were available. I got my degree within 6 quarters. I like the way the school was run. Im back now only because I need the units and I'm still learning here.

) Response

I attend classes Day and Night. for reason some Classes I need are offered at night. Some are inthe evening. The College of Alameda needs more light on campus stairways, and Halls. Needs another elevater. Needs more security guards around parking area Day and Night. Night especially. I am on SSI Disability My wife and Kids received A.F.D.C. I can only receive BEOG $254.00 per quater. Which is unfair. Not enough money for Transportation Books and other Materials that are needed for class projects. can not get a Quality education needs attention immediately.
PS
I would like to get my grant at the first of each Quater. I am a full time student I don't like having my grant split or having to wait a month or so to get it. I do not drop out. Why should I have to pay for others?

AS PEERED WAYS.

Help Students with job Placement IF students have qualifications.

I would like them to put more lights on the stairways. and also down the run way and parking lots

---

The elevator could stand repairing, from the 3rd floor level. all the sewing machines needs lightbulbs badly.

I enjoy the quarter system because time go fadter & Im a fast learner, I get a grant but not enouge.
Reason for comming to A.C. It was a new college built for all person's my taxes is helping pay for it so I feel I should use it its not in Oakland hills where it is out of my reach like Merritt College
Lunch tickets should be used in otherplaces in the area the way we would rec. better service if thar' was competition and lower prices.
The Child Care Center should be for all needy persons not just welfare Recipents. some persons worke for less than a grant.
Parking at night for women alone should be in a better lighted area. & escorted to & from car if necessary. grants should be tiven at one time and not split up because some students don't attend and drop out find a way of checking this out & stop making rules for what the college wan't but whats best for theperson's attending.

The Student building could be kept cleaner.
The food prices are to high.
The game machines should be downstairs.

As a student, I need to improve my study habits, so a tutor in each class to help me study the important info. would be to my benefit.

Q. #30 PERSONAL COMMENTS

There is one sensitive area I have about this college. I've just started back to school after 9 years since high school. I feel pretty good about it, except when I mention to other people (not even particularily friends) that I'm going to CoA. It is considered almost humorous because of the way the education is handled due to the amount of people we have coming in from other cities besides Alameda. I would like to remain here with a feeling of pride as opposed to the feeling of taking the easy way out and getting a slide-by education. I don't know what can be done about this, I wouldn't even know what to suggest. I just thought I'd mention it. I'll probably overcome it by personal satisfaction but I wonder if other people (and I'm not afraid to say, other caucasions, since we seem to be the minority here) have the same feelings.

I wish C.O.A. Had ceramic classes and some classes directed at Graphic Arts. All in all I am pleased with C.O.A. However I do have one gripe. I'am a transfer student comeing from Ventura College where they have a very compatent V.A. office. I can not say the same for C.O.A. The only thing I've gotten out of C.O.A.'s V.A. Office is disconcern.

Signed, Unpaid Veteran.

Need more parking. Some of the classes are boring because they are directed to the lowest common denominator - Almost universally, too much attention is given to lengthy roll calling, attendance procedures, threats concerning missing class & other irrelevant business. P.E. classes, I feel, should be available for pleasure without the pressure of attending when one doesn't want to in order to keep up the G.P.A. - in fact, P.E. should not be graded & if it is, should not affect the total G.P.A. I miss the TUES night film Whitaker used to offer Lo-cal drinks in the campus machines

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1. more parking space

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more and better financial aid. A course in archologies should be offered

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Keep the good going pick-up
Slack in lagging.

Q. #30 PERSONAL COMMENTS

I would like to see the college offer some religious classes, nutrition, and microbiology.-

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I have a personal goal that I have not been able to get much help on at this school because it is not directly related to classes here.

I came to the College of Alameda because I didn't know what else I wanted to do. I now plan to transfer to a four year school. I still don't know which one. I'm sure that there are a lot of students who still don't know what they want to do. I feel that there is a need at COA to have a center with counselors to inform students about 4 year schools and the requirements to attend them. Also, information on career oppurtunities in various fields, and the best college available to pursue that interest.

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mainly more information on transfering to a 4 yr. college.

My great annoyance with College of Alameda facilities is the inadequate parking. Until mid-quarter I spent an average 15 mins. per day before my 10 a.m. class driving circles in the parking lot. I seriously considered not returning next quarter and taking a transfer to Laney because of this problem. The only reason I am returning despite this is because I do not want to buy new books at another campus.

I think this campus specializes on not letting students know what they need to - maily because no ones else knows! Financial Aid is the shits. it is arbitrary, and delievered by people that you have to get in good w to be treated ½ way decently. I want a Women's Studies Program. In Women's Studies, instead of adding they are taking away! These classes are not priority & are scheduled at weird times - then you wonder why women don't show up!

Get the financial Aid program functioning properly - which it certainly is not now.

1. Give Students money to live on
2. Give Students money for Books & Supplies.
3. Most Important Organize the program efficiently so that people get their money at the start of a quarter - not in the middle This is of no use to me - When I need the $, And Maybe have to drop out because I can't pay the rent . Make more channels of solving F.A. problems available - Shorten check dispersal line.

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30 Response

No Comments

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revise financial aid check disbursment drop these student out of the program who drop classes once they receive their checks.
A more college-like atmosphere in classes and in the library.
A new library, and system. As opposed to the high school system the library already has.
Instructors should be more strict in their class policies.
etc. and so-on.

Thank You
A concerned
Student

I FEEL THE COLLEGE HAS DONE AS MUCH AS IS POSSIBLE TO SERVE ME AS A STUDENT EXCEPT FOR THE STUDENTS ALIANATING ME FROM WANTING TO PARTICIPATE IN ANY EXTRA-ACTIVITIES ASSOCIATED WITH THE SCHOOL. THE REASON FOR THIS IS THE PRESENT STUDENT GOVERNMENT. IT HAS DISPLAYED OPENDLY HOSTILE ATTITUDES WHICH ARE FELT BY ALL STUDENTS AND PREVENTS STUDENTS LIKE MYSELF FROM CHANNELING CREATIVE ENERGIES INTO PRODUCTIVE SCHOOL-ASSOCIATED ACTIVITIES, NOT ONLY ARE THESE HOSTILE ATTITUDES DESCRIMINATING, BUT DESTRUCTIVE TO ALL NEW ENTHUSIASTIC STUDENTS WHO COME INTO THE COLLEGE WITH "HIGH HOPES" OR INNOVATIVE IDEAS AND LATER LEARN TO STIFUL THEM. THIS IS NOT ONLY DETRIORATING, BUT FALSE REPRESENTATION OF WHAT THIS COLLEGE PUBLICLY PORTRAITS. i.e. A LEARNING INSTITUTION. OBVIOUSLY, BY PREVENTING ANY LEARNING PROCESS OR BLOCKING A PATHWAY TO KNOWLEDGE IS NOT THE PURPOSE OF ANY EDUCATIONAL INSTITUTION AND BECAUSE THIS COLLEGE ALLOWS SUCH DECADENT BEHAVIOR IT SUFFERS SOME GUILT BY ASSOCIATION. THEREFORE, I FEEL THAT THE ONLY WAY THE COLLEGE OF ALAMEDA CAN SERVE ME AS A STUDENT AT THIS IS TO JUSTIFY AND FORCLOSE ON THE PRESENT UNFAIR AND DEMORALIZING SITUATION. OTHER THAN THIS, THE COLLEGE HAS MET ALL MY NEEDS AND MADE READILY DISPOSIBLE ANY SERVICE I MIGHT NEED.

The one thing I sort of worry about is how well is COA preparing me for a 4 year institute. I realize that a lot of the responsibility of what I do or do not learn rests with me, but COA has a certain amount of resposibility too. For example - a student at Berkeley takes Econ 1A and I take Econ 1A at COA then both of us take Econ 1B at Berkeley. I honestly feel that I would definitely be at a disadvantage. From what I've seen, it appears that the course contents at COA are not up to Standards at Hayward or Berkeley or Davis. It would make transferring that much harder. The classes here are generally easier and it seems that the transition would be hard. I don't feel that my grades give me a realistic picture of my scholastic ability. I know what I've learned but Berkeley or Hayward looks only at GPA's.

Q. #30 PERSONAL COMMENTS

I feel the quarter system is too short to feel I have gotten full benefit out of my classes.

It would be nice to have follow up classes to basic requirments such as

Art History II
Anthropology II
and so on...

I'm still observing the environment.

The End!

---

help serving me by having the book store stay opening later on Thursday & Friday evening and also have the library open on saturday from 8 to 1

More Custom Upholstory classes - & Occp - Serving.

---

when I registered forclasses I was late and everything I wanted was closed. Then out of desperation I took these extra classes that came out. "Exploring Lifestyles, Getting you head together and CO-op Education". Exploring Life styles is the most educating and interesting class I ever took in my lifetime. I learned more about life (and people) in this class than possiable imaginable. Hope you continue it. "It's Great" ( ) there's not too much I can say for this class, it was boring, I couldn't get the proper information because the books (or book) for this class couldn't be found in any bookstore in the Bay Area. The name of this book is "The Business of Living" by Heoly. It was very frustrating and by mid Quarter I droped out of this class.

Co-op education I feel help me alot, I learned about the Career Center through this class, and jsut learned alot about people. Like exploring Lifestyles we would have rap sessions which I feel is the most Benificiary thing to anybody intersted in life. I learned alot from this class too.

Keep classes like Exploring Lifestyles and Co-op Education going and you have a school worth coming to.

P.S. I wish I could comment on more courses but these are all I've taken.

Q. #30 PERSONAL COMMENTS

I think there should be more available child care, more information for night students on finicial aid!

Financial Aid section can be very cool & unconcerned about students. Fail to tell them everything. Planning is plainly very deficient in this section. They send out material to late to deal with it. Then when people call to complain they act like thats "tough". No care attitude.

I would like free or inexpensive legal aid.
I would like counseling on a personal level.
* I would like a counseling class my husband and child could come to.

Very Good
Keep it up

I HATE SURVEYS!

Have more people on campus (and places to go) that know about what's going on, or where to go for what you need. And get more people to work here that smiles on their faces and are willing and want to help you.

Almost all the people that I've ever talked to at COA, whether it be a counslor or someone in an office or the library or book store, they never or very seldom ever smiles. I always feel like I'm putting them out. It makes me very uncomfortable

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You really need more science classes. The other j.c's are on semester - keep quarter system!
Make more of the classes offered during day available at night. Its hard to go to class at night/work days & get required classes at same time when offered only during day!
Get with it in rescheduling classes at night!

I can not get what I want in this college and would like to see it developed.
I really missed the boat when my internship was not put through for my special education certificat now I am in a very different field because of it. But I still enjoy what I am doing Its just not the goal I had set for myself.

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Q. #30 PERSONAL COMMENTS

I would like to see a bigger and better run science department.. Also, I would like to see more class that I need for transfere aviable. (i.e. physics, chemisty, biology.

Thank you,

I feel that the college should have more teachers in the field of Ethnic Studies & reading & writing skills. I also feel the colleg should try to get more students involved in college events.

The Alameda Cafetiaria is bad, cold food, stale cookies, dish water coffee, one slow casher, there should be two cashers. The hot meals should be larger and of better quality. (often cold) They are always running out of popular brands of food.

Build a Baseball Field Please!!

Provide Christian activities with dedicated People as leaders. I suggest Campus Crusade for Christ.

I am currently attending evening classes for personal pleasure & interests, not for a degree or financial considerations I attended COA prior to transferring to UC Berkeley & getting my degree. I learned & enjoyed learning at Alameda because of the size & faculty. Of the 10 colleges I've attended COA has the greatest no. of good teachers I've experienced at one college, including Berkeley. COA's smallness has a considerable positive effect upon the overall educational one undergoes here. Dedicated teachers, not professional status, will remain the crux of classroom education.

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not applicable because I am not at the present time making very much use of the college facilites, and do not have much knowledge about what would be available to me.

Q. #30 PERSONAL COMMENTS

As referring to question 20b in this booklet, I would be very to have information on requirements for A.A./ A.S. degree, transferability of courses etc. should be listed in the schedule of classes.

I think that the COA would be more helpful to me, as well as others, if the teachers here would take more pride in their students. I mean that some teachers will say, and do things to a student, that would discourage them into learning all they can, some teachers want the students to come to class to hear what they have to say, and they never want to hear what the student has to say, because they feel that they always have to be right. I feel that some improvements have to be made, so that these teachers realize how much harm they can do to a student, who is trying to make the best of themselves.

By the people working, learning, socializing, helping here, so when I feel I am ready to be off to the other jobs, I won't have no bad vibbs, at my <u>best</u> for being near and around the best.

Change registration proceedures They are presently too complicated
should be able to register in central location

The school serves my purpose , that being a stepping stone to a better school. There would be few changes made that could effect that in a positive matter.

I have attend COA for 4 qtrs. I find it to be dull and uninteresting Many of the classes I needed , I had to go else where. The teachers I have had have been helpful and good in their field. But as far things to do and places to go between classes it offers nothing.

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offer Biology labc
and Marine Biology classes

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Q. #30 PERSONAL COMMENTS

Have more of the same class in the Fashion Arts. Where a student would not have to come every day. But could schedual classes two or three days a week.

I think the College is doing a very good job in serving the student
other improvents could she made however.

Have more classes in Kaiser Center - especially transferable units

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Continue the evening classes in the Kaiser Center - even if less than the required amount of students enroll. As all classes seem to decrease in numbers as the course goes on - only the interested ones seem to keep up.

In the winter schelude everyone I talk too in confused about the H representing Thursday.

Just keep on teaching Avaition Operations

NONE

Increase the quality of instruction

Present courses & facilities seem more than ample for an adult with college degrees seeking general information in adjacent special fields.

Good movement -
excellent teachers -
wide range of courses -

NO COMMENT

I have enrolled in the College because they fulfill many needs a 4-yr. University doesn't. Specifically, they offer a wide range of <u>practical</u> courses. I would like

(continued next page)

to see a continuation and expansion of the trade school aspects of this college (shop courses, self-improvement courses) and less emphasis on a 4 yr. degree.

---

pay me for going to school!
so I don't lose money at work

TO MAKE ME A BETTER WRITER

I don't feel this questionaire is applicable to students taking one class for recreational purposes.

Very interesting questionnaire. I like the side scope of available answers. It seems a good way of finding out what is needed. I am new to school and as yet do not know exactly what I want. But other students know and they are the best ones to judge, not the Fed. gov't.

---

so far doing a great job.

I'm planning to go to two different colleges just to be able to take French IV & V
I think it's going to be hard on me because I use A.C. Transit and don't have a CAR.

I feel we need more french courses specially advanced. It is not fair to take french then not be able to take it next year because that level is not offered.

Let the students know what there rights are.
Counselor group sessions with students interested in the same goal.

I think college of Alameda should offer more jobs for students. Need more course to offer.

Q. #30 PERSONAL COMMENTS

The only thing I can say about my Teacher is that she is the greatest and the College Need More Just Like Her

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Longer hours & more instructors

None

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i feel that C.O.A. is not offering students a proper education. unfortunately the administration is more concerned with the population of students, so in order to obtain an ever-growing amount, the classes are geared to an extremely low level of intelligence. Students at this campus have a very apathetic attitude towards learning, and most of them take just enough to get their welfare checks, and that's it. i am extremely disgusted with college of Alameda; to me it is only an extension of high school. i get absolutely no intellectual stimulation here, and as a serious student, this campus reminds me more of a playground than anything else. i have been here for one quarter and i am transferring back to U.C. berkeley as soon as possible. this so called college could help serve the students better if it would start penalizing people who are here only for a lack of something better to do. the attitude of condescencion that prevails among the teachers breeds apathy among the students.

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for the fashion arts dept. : Schedule the 1-2-3 series classes all at the same time - either in the morning or in the evening. As it is now, the 1a & 2a classes are in the afternoons, but the 3a class in on Fri. morning, which knocks out the whole morning hours for the entire week. Many morning classes are for Mon-Fri or Mon-Wed-Fri. So this successfully keeps you from taking any other classes all week, since 1-2-&3 are supposed to be taken concurrently. If you could just schedule the 3a class on Fri. afternoon, or the 1&2 classes in the morning it would be okay. Just schedule them all at the same time (morn. or afternoon) & leave the other block open to add more classes. This is especially important since they take up 3 and 4 hr. blocks each, and yet only 8 units is given for 1a, 2a, &3a. So somewhere you need time to add more units to be a full-time student.

Field trips related to our studies.

Q. #30 PERSONAL COMMENTS

SOMETIMES TO hELP IN CLASSES.
give TICKETS FOR CAFETERIA.
PUT RECORDS IN THE Labrery and take out
This is all

N O N E

I wish the College of Alameda should provide Veterinary secience. So any one who want to major Animal husbandry wouldn't have no problem transfering to U.C. Davis or U.C. Berkely.

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need better food in cafeteria
I refuse to eat there now it is also too expensive!
other wise I like this campus.

This quarter I didn't paid my rent and bills in order to buy my books and supplies. Which cost more then you give me. Then you split the grant and I still couldn't paid my bills.

1976/ This fall quarter in Alameda Colledge has been one of the worst ones I've spent here, because of the Financial Aid Office. I started this quarter very interested in my classes. I struggled and borrowed money so I could get some of my supplies, when I borrowed the money I borrowed it in the pretence of paying it back out of my grant. By the time I recieve my money from the school, a measly $127.00 2 months after the start of the quarter , I had dropped just about all my classes. and than had to pay all $127.00 to people I owed. My spirit was broken. I had thought about dropping all together, but I think I'll try to continue, hoping that things are better next quarter. (Winter, 77)

Better financial aid program

As it stands now, I'm not clear on what classes are transferable to Cal State in Hayward. If there was someplace or someone that could list for each college what classes they accepted, it would be much easier.

Q. #30 PERSONAL COMMENTS

I really appreciate your outreach (off-campus) program, making courses available where the students are. I could participate in other job relat[illegible] courses. One area that could be dealt with in such a job-related course might be the whole area of personal privacy vis-a-vis medical care (insurance, new laws, both sides of the question.)

Psychology courses should be offered evening also none of the Colleges offer Psychology courses evenings Merritt Laney,

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Have more important courses in the evening - for a working person would be more easy to have evening classes - Psychology courses should be offered evening - also.

I FEEL I HAVE BEEN CHEATED OF ANY QUIET COLLEGE ATMOSPHERE. THE CAFITERIA BUILDING HAS BEEN TURNED INTO A HANG OUT FOR A PARTICULAR GROUP OF STUDENT WHO HASSLE OTHER PEOPLE EVEN PASSING THROUGH. ALSO THE PINBALL AREA AND LOUD CARD PLAYING AREA MAKE EATING IN PEACE, IMPOSSIBLE. I THINK FEWER AND FEWER PEOPLE ARE USING THIS ENTIRE BUILDING. ALSO IT IS ENCOURAGING NON-STUDENT WHO HASSEL PEOPLE TO CONSTANTLY BE ON OUR CAMPUS.
I NEVER SEE A SECURITY GUARD PROTECTING THESE RIGHTS AND RARELY SEE THEM AT ALL.

I would like for the College of Alameda to be intresting in the students needs. To Have the finnance ready at the beginning ofSchool so you can by your books you need in order to keep up with you class. A better grading system and studies of important and disregard the programs pertaining to the same thing.

Well as far as the special Ed classes, I woul like for them to be availbe in the morning as well as the evenning. It's a hassle for me as far as transportation is concerned. It would be very perferrable to offer them all day long.

This college didn't need the new child care center. It should have been used for the transportation department

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Q. #30 PERSONAL COMMENTS

So far, as I am in my firsts quarters, I've had no complaint about the College, in regards to its system. I feel though, students need to know about the instructors we have here, what they're like, etc. , so we may decide who we want, and be comfortable with therefore enjoy our class better. I feeling finding out beforehand the instructors methods, and so forth, would help. Also hearing form counselors maybe what they know from students about various instructors.

MANY OF THE CLASSES THAT I'D LIKE TO TAKE ARE NOT AVAILABLE IN THE MORNING ONLY IN AFTERNOON.

I. I would like to see the Supportive Services Consolidated, and listed with clear explainations of the exact services provided by each department in the class schedule booklet. It would be nice if there could be several workshops conducted durning the school year. One each quarter for new and continuing students. Eash department would send a representive to tell the students about the services available to them.
Many student drop out without ever knowing that was any help for them on the campus.

II. There should be some kind of referral service for any students who are having diferculty in any area.

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to have classes at the lunch hour 11 to 1250

I concluded my comments in the survey.

I am not presently a student as I work nights and do not feel that I could keep up with classes during the day. I am thinking of enrolling in the near future.
I think this questionaire, if answered properly by students and utilized by the college would be of great benefit to both.
I have not answered most of the questions as I am not enrolled in the college.

I would like information on transferable units and what units can be applied to what major or used in place of a particular prerequisite.

Q. #30 PERSONAL COMMENTS

Would like to be able to pursue a double major at college of Alameda with equal emphasis in 2 fields (academic & occupational) taking time needed for both and possible getting associates degree for both. Financial assistance to help pay for flying time for those in pilots training. Or at least more ideas on how to help from financial aid office. Better pay for work study. More counselers in financial aid office. Would like to mention have found the career center very open, friendly, and helpful place with good resources which seem to be getting Better.

Get the junk food out of the cafeteria and put in healthful foods - Same with vending machines. Have at least 50% of the products nutritious.
The tutoring center is too small and noisy, & not conducive to concentrating because of this.
Get rid of some of the incompetent teachers who waste student's time & taxpayer's money. Make course evaluation forms mandatory.
Have a peer counseling program like the one at Canada College. The faculty and administration need to be more involved in giving the campus a unified and frindly atmosphere.

I like the Co-op Ed program. It has been very helpful to me. I really am in a bind academically, which is hardly the fault of Coll. Alameda: i am 24½ years old, & have not seriously worked on my desired B.A. in Music. I was always a music major through scholl and i minored in dance, language, and English, and i got high grades in these, though i was & remain a washout in math & the sciences. I left the U.S after i finished high school, and seriously returned (to do my B.A.) only in 1974. Since, i've been trying, & really having that feeling of getting - nowhere - fast. I have to support myself, for one thing. I' d done a quarter at Cal State Hayward before i left the U.S., so in '74 i went back there. You know the music program at CSUH? I found myself taking six 1-unit music classes (3 are obligatory, every quarter, if you're in music), & getting nowhere. So, when i exhausted myself, i decided to come to Coll. Alameda & really polish off all those undergrad G.E. classes i have to have.
Then go back to CSUH & finish up. A good idea, but it's still very, very hard to carry heavy philosophy & English classes when you're not at leisure to concentrate on your schooling. Any ideas, Coll. Alameda?

I would like to have qualify tutor for our automotive students! Please.

Q. #30 PERSONAL COMMENTS

1) Trying to get help this quarter with Math 30 has been extremely difficult & frustrating. There are perhaps two persons in the tutor dept who know a little something about it & they are seldom available when I need them. Even my last, made in advance appointment for which I came to school 90 minutes earlier than necessary to my usual scheduell, resulted in disappointment when the tutor called in to say he would not be there, after I'd waited.

2) Financial Aid has been a trying ordeal during my two years of public college & it seems to be getting worst. When I say I am indigent, I mean exactly that. Therefore when I am offered $1500 hundred dollars in workstudy & I sign a contract to that effect, I am seriously damaged, budget-wise, & emotionally upset too, when I'm told that I only have a chance to make eleven or twelve hundred of it. Luwanda Bailey of the Workstudy office is a fair & helpful officer, however she is not a one women jury. She can only do so much with in her limits to help us get a fair deal. I chose a work study with the Child Center Because I am better qualified for this work then I am for clerical work, and because I was aware of the raise that was schedulded for this group of workers. The Contract promised a increase from $2.54 per hr to $3.00. The contract was signed, the teachers & I.A.S got their raise & work study's are being ignored. In addition, we will not be permitted to work in between quarters at this facility. It is highly unprobable that I will find a three or two week job, and its a long stretch between the last check of a quarter & the first of the next. Regarding monies granted we must be thankful for what we can get, but the truth is that many persons are not doing what they can grade wise because of the hardships of trying to survive. It simply takes too much energy & creates alot of self defeated feelings. I think that students should get financial increases with each semester that they prove themselves, more & more serious about stayin g in school & getting degrees which hold some promise of getting off the charity circuits & into more productive roles in the communities.

Find a way to get financial aid to those who use it & need it & not the ones who lie to get it & don't use it. Make it tougher to get & have a check up system to make sure people receiving it are in class.

Personally, I would like to see the college grow into a University as its immediate goal. COA as a university would be a great achievement to serve the needs of students in Alameda, San Leandro, San Lorenzo, and Oakland. I am looking forward to its materialization. Please consider it as a # one priority.....

Q. #30 PERSONAL COMMENTS

Put a stop to games in the cafeteria and pot smoking in the rest rooms. Keep un students off campus and solemens.

I LIKE THIS QUESTIONAIRE

I work part time (24 hrs/wk) with a fairly flexible schedule but with 8 hr shift. I also have a child who is in school during the day. When I signed up for classes this quarter, Iwas dissappointed to find so few M/W or T/Th 2 hour classes. If i could arrange my schedule to come to school only 2 or 3 days a week rather than 4 or 5, and still get the academic classes I need, I would be happier.
Also, not much discussion can happen in 1 hr of class.
I was further upset to find so much stress on attendance rather than independant research and study. I came from an evening, adult, upper division school where the student took much of the responsibility for his own education, and I found this system frustrating. For a person with obligations other than school, daily attendance can be a most pressing and counter-productive demand. I don't like totally independent study because I find input from teachers and other students stimulating and helpful. Not everyone in Jr. College is boneheaded who needs to be forced to attend daily in order to be educated!

A good standard policy of getting rid of all who are just taking up space & ripping off the tax payers of California.

Your service is enormous, when a person may receive an education for $1.35 a quarter.
However, someday I'm going to study quite closely how it is that so many people can receive financial aid for doing so little work, making such a small effort. An educational institution surely has a responsibility to teach students that they should not receive something for nothing.
Specifically, I can mention one student on campus with approximately 150 units, receiving financial aid? Why?
Others who show up three weeks after the quarter begins, and promptly get loot, after, of course, qualifying for aid.
This country cannot survive long teaching these values.
You might want to review your policies, or at least, examine your consciences?

(It is ok.) I Like This Campus

Q. #30 PERSONAL COMMENTS

I think COA is doing fine. Except, the food in the cafeteria could be replaced by the previous cooks. These people are not as pleasant and I do not enjoy going there any longer.
The lounge seems like a hang out for non students.

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*Get rid of students that keep other students from "LEARNING"

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the school is not
bad but it could
be better!

I think counselors should be available on drop-in and not by appointment only. It's hard when a problem comes up and you have to wait a day or two to talk to the counselor about it.

I have only been going here sent Sept I'm really happy with Alameda College. The only thing I wished the child care would take babies and when they do take then it would be more than 12 a year I willing to pay for the care I would be willing to give a little time with helping with the childcare center

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a more informative & supportive center to help me personally & in planning my school program of what I need & what there is & what I am to expect in course & possiblies of applying this to get a job.

This is my second year her at C.O.A. each quarter the schools staff springs all sorts of surprises. People in charge of Financial Aide should consider the students needs individual & not group everyone together 99.5% of the students that stand in line for a measly $127.00 in the middle of the quarter were Minority. Tell me why? You tell everyone it only cost $1.35 to go to C.O.A. honestly it cost something like $95.00 to 100.00 dollars per quarter to attend. Most of this (as in my case) comes out of the student's pocket.
Whoever is in charge of C.O.A. definetly need to re-group & re-organize the system at this College.
I'll be extremly glad to finish here, the campus is really unorganized.

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Q. #30 PERSONAL COMMENTS

The college as is, serves me well.

As I have begun to comment earlier I disagree with the focus of hiring people with some sort of pychology degree to counsel people. This is just to employ more of those professionals for which the nation has an oversupply. They don't help us - they just drain school funds which could be put into real things we need to improve our lives (advice is cheap) such as: a swimming pool staffed at night, a lighted & safe track (for jogging at night) the weight room staffed at night for use and also more occupational programs - in general to help out most of us who work during the day, but need community college services for job & personal improvement at night & Saturday.

More Sat. Classes offered.
to offer a general course on (plumbing, carpentry) for the average layman who can't afford to hire a general contractors.

I wish courses offered during the day w/out exception are also offered in the evenings for those w/o full time jobs. Also there should be more Sat. classes - courses that are transferable to working students full time during the week to attend

---

At freshman orientation someone ask why there aren't profiles of teachers to help part time or first year students choose their classes more carefully? - Why?
I would like to stress my personal desire for more late afternoon classes (3: on)
I would like to have heard grievance procedures talked about during orientation and not how super cool & liberal the free lunch programs are
I enjoy attending your school very much in the evenings & I feel that the administration is responsive to the needs of the students - None-the-less, by attending at night I feel out of touch with the school procedures & the campus scene in general

---

use Questionnaires more often to seek what students' needs are. I expect to see more changes and additions in programs for the future.

A more picturest diagram of classes offered.

Q. #30 PERSONAL COMMENTS

I am delighted to be a student here. I find the instructors very helpful - kind and courteous. This quarter was a real pleasure. Mr. Lucas is the "greatest teacher" I have had so far in all my courses. He makes a course so interesting and truly educational. I hope more teachers like Mr. Lucas will be hired by this college. Teachers should be evaluated for their sense of humor - Mr. Lucas has a terrific sense of humor & this makes learning more interesting & easier.

NONE

Use of the On Site College Program suits my needs best.

---

1) Most of the questions are geared to "On Campus" students - thus not applicable otherwise
2) Is financial assistance made available to "off campus" students?

I would like the College of Alameda to have a Tackle Football Team. and provide trips to other colleges for competition in music and atheletics.
I would also like for this school to provide trips to Historical sights at the students own expence but they shoudl assist in getting a bus or buses for the trip.
I would this school to have a limit on Clothing Regulations With in Reason.

To give me financial aid.

More Meaningful Academic evening courses:
Advanced Math (Calculus, etc.)
Advanced Accounting

THERE ARE COURSES THAT I AM INTERESTED IN, HOWEVER, IT SEEMS THEY ARE NEVER OFFERED IN THE EVENING OR THEY CONFLICT WITH MY SCHEDULE. OTHERWISE I AM HAPPY WITH THINGS IN GENERAL

It should have more math

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Q. #30 PERSONAL COMMENTS

More Business classes in the morning! More Business Equipment! Different types a Equip. That are use in Corp. offered in the Morning' Better food to Buy and cheaper!

Class-room control. Less Noise!

A class on budgetting would help out
Classes that you could bring your children too
Classes geared toward thoes you have children such as one or two days a week from 10-3

I would like a place to study, where I may smoke without a lot of noise.
I'd like to see less of the games being played in student Center and Cafe.

I'm a single woman, with a fatherless daughter (needs a coat), my income is 258.00 a month (AFDC) I get no kind of financial aid at the moment and I won't until next year.

My monthly expenses

115.00	rent
100.00	Babysitter - still owe
44.00	Food stamps
18.00	P.G.E.
12.00	telephone
10.00	Personal Needs (Food stamps don't take care of soap. deodrant, detergent, toothpaste, tissues)
8.00	water Bill
5.00	school transportation
312.00	

312.00 Total Bills
258.00 Total Income
54.00 short
(have to borrow)

Don't wish to drop out. Please help!

Renee Wash
5560 Beaudry St. #C
655-1900

I will like the College of Alameda as a whole to have a little more Interest in helping the student. Who are on welfare. help with Financial needs. Why' Because Books are a little expensive for those who can't afford it. (welfare)

Q. #30 PERSONAL COMMENTS

The units that a student receives in some of the Fashion Arts courses are unfair. These courses require just as much, if not more, work as any other class.

I would like the college to offer more & better classes in the Social Science deop. The same classes are offered every quarter.

I think it is rediculous to require a student to take certain classes which has nothing to do with their major in order to get their A.A. or transfer. If this cannot be changed COA should offer more classes on the way of getting this degree. The courses offered now don't interest me. If I have to spend time taking classes in history & math (which does not apply to me) I won't have time to take classes applying to my major.

The math dept. needs better teachers.

The library needs better librarians who know what is going on. There are too many mistakes in that library. They don't seem to know how to help you.

There should be more than one counsler for the Fine & Applied Arts division.

Better security & more lights during the evening.

I like your Fashion Arts program.

I would like to continue with #8b regarding counseling.

Especially for the person re-entering the college world or job market it is frustrating to be told "this is how it is done". The 30 or 40 yr. old is treated like the 18 yr. old with no credit for the practical experience aquired along the way.

It would be helpful to have a counseler find out what the students goals are before advising what classes to take - Then the students whould be given some choices of his own and not herded in the direction the instructor wants.

A better discription of the class content & requirements for a grade would be helpful.

To have better bus transportation to and from campus. By this, I mean, have buses come into campus area.

Maybe have more social events, like a band once or twice a month something bring eveyone together in fun. So people could meet other people without the hassles of school itself.

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Q. #30 PERSONAL COMMENTS

Veterans office does not keep veterans informed of changes in policies & procedures, etc.

I would like to have more classes of each subject, Part of the time a class you want to take is only offered at one time, say, 9:00 - 10:00. This quarter, 3 classes of different subjects were all offered at the same time, 9:00 - 10:00. There is no way you can take 2 or 3 of these classes unless you want to enroll in the evening class, the only other time period they're offered.

I am currently enrolled in an M.F.A. program through Lone Mountain College and am attending College of Alameda strictly for Upholstry Skills -

---

I like the college as is. Thank you.

Satisfied

Please keep up the good work you are doing now, and put too good use what you will learn from this questionnaire.

I use what is available and applicable to me - if something is not here I find it elsewhere - but I consider myself a resourceful person -

---

To go to the teach an 1) talk, to them , an 1) have a women counselor you can go to to talk your problems over too so your Problems wont effect your studys in class.

I don't think there is anything else this college can do for me. As a whole, I think this is a very good school to attend because the teachers and students are very nice to me because I am trying hard to learn in order to better myself in life. The atmosphere here is excellent.

I would like the college of alamed to help serve me as a student. By making people aware of whats happening in the School.

---

30. PERSONAL COMMENTS

College of Alameda is o.k. for me. I must say that I feel the Medical Assiting program is an Excellent program. I am really learning a lot of helpful medical procedures. I enjoy learning about the medical field. I must say that there is a lot of work to do but if you really want to work in the medical field, this is a very good step to take from College of Alameda.

Organize the records office. They lost my transcripts twice!

If some of the things happen that were mentioned in that would be fine.

The college should have more classes that can help me with my major. Business. Not only that but the food should be priced lower & should not be taxed. The books could be a little cheaper or they could let more people be on Financial Aid than there are. should have more things to do in the lounge during the breaks. Like more music, & even some television. or mabye even have have major classes For one's major.

I like the college of Alameda serves me know, Only cafetira Prices are to high.

One thing that I really would like, and almost no college has this, is another class added, which is Mex. Am. Dance, as it was called at my high school, but is better called Ballet Folklorico. I think alot of students here would like to learn the traditional dances of Mexico. Besides being fun, you will learn alot of the history of Mexico

---

I would like to see a cateloge of about 200 different course offerings at C.O.A. mainly because there isn't enough careers to choose from and for the simple fact that I like C.O.A.'s atmosphere

---

I would like the College of Alameda has some special English tutor. to help foreign students.

College of Alameda make my studies go further. Yah! I like College of Alameda because, if I look a job its not hard for me to look for a job.

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the college of Alameda to help me to seek my goa' in life. my goal is court reporter.

I would like to go into the student's lounge and listen to music. It relaxes my mind.

To help me in the education I'm persuing by having tutors all day that know what there doing. Specia' consulors that know where part & full time job are. Child care for people not on welfare

---

Some classes that are necessary to take over-lap the time period for other needed classes. I know that this is hard to arrange but it would be very helpful to me if the office service classes were arranged where a person could take as many classes in Office Education as possible in one quarter.

As I new student I feel I have not been in the school long enough to qualify or justify additional. There are many benefits that I myself am not fully aware of at this date.

I would like the College to prepare or help prepare me for a major field of study by having more class dealing with cosmotology

---

it's okay. we just need to put Christ ahead more.

I would like the typing classes to give more units than they're giving now. I think that it should be:
Beginning Typing A B C 6 units
Transitional Typing A,B,C, 6 units
I think teachers should grade students on a class curve rather than on a grading scale.

College of Alameda should take more time with new students and tell with exactly what is happening on campus And how to go about getting an A.A. or A.S. dagree, and transfering to a state college or university.

I believe the attitude of the hier-archy at Alameda College is most definitely to be praised, commended & above all thanked!
Thank you, again!
If this feeling of worth' toward the student, as practised by the teachers & administrators coul, in some plan or outline, would be less of a bastille & more of a school of genuine interest in the outcome of success for each student. (as all the effort now indicates the heirarchy means to achieve).
Perhaps a one week intensive'-so to speak, for enlightening the 'student-worker' - in his outlook in his job' - he does not <u>own</u> those he is paid to attend. - Send comment to.-

Annonymous-
c/o 482 - 40th ST.
Oakland, Ca. 94609

And thanks to & for the patience & insight & ability of all the teaching staff!

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APPENDIX 2

REQUESTS FOR SPECIFIC

CLASSES AND/OR PROGRAMS

(Not edited)

NOTE: The following requests for classes and/or programs have been categorized according to the division through which they would be offered.

(?) after an entry refers to a student who asked for a course, but did not indicate the reason they requested it.

Business and Transportation Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
AUTO BODY AND PAINT				
Auto Body and Paint	1	1		1
Auto Body and Pinto	1			
Bodywork Welding for Laymen		1		2
AUTO MECHANICS				
Auto Mechanics	1	1		1
More automotive (?)				
More auto mech. classes (?)				
Auto Front End Alignment	1			
Auto transmission (?)				
Beginning Brake class	1	1		
Brake course (evening)	1			1
Engine overhauling				1
Welding				1
Gas Welding		1		1
Pipe Welding		1		1
Motorcycle Mechanics				1
AVIATION MAINTENANCE				
Basic Hydraulics	1		1	
Electronic FCC License Preparation		1		
Metal fabricating		1		1
Non-Destruct. Inspection (Aviation Metals)	1			1
Aviation Electronics		1		1

Business and Transportation Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
AVIATION OPERATIONS				
Aviation operations	1	1		
More aviation operations	1			
Flight Attendant 32				1
Landing procedures	1	1		1
Travel agency Instruction			1	
Travel service 30				1
BUSINESS				
Accounting	1	3		
Int. Accounting	1			
Accounting (adv.)			1	1
Accounting (adv./evenings)			1	
Government Accounting	1			
More Accounting		1	1	1
Bookkeeping (?)	1	2		
Bookkeeping Detailed	1	1	1	1
Advertising	1	1		1
Orientation to Business (evenings)	1			
Business		1		1
Business training	1	1	1	1
General Business class	2	1		
Good Business class	1	1		
More evening business classes (?)				
Business Management	1	1	1	1
Business Administration	1	1	1	
Business & Economics (University accred.)			1	1
Banking		2		
Training in Banking Techniques		1		
Bank Teller		1		
Financing	1		1	1
Women and Financing				1

Business and Transportation Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
OFFICE EDUCATION				
Court Reporter	4	2	1	4
Stenotype Court Reporting	1	1		1
Keypunch machines	2	9		8
Keypunch machines (evenings)	1	1		1
Legal secretary		2		
Office Education	2			
Detailed Office skills		1		
PBX Telephone Operating	1	1		1
Shorthand (all levels)		1		
Shorthand (evening)	1			
Shorthand (Sat.)	1			
Stenography		1		
Transcribing/Terminology		1		
Typing		1		
Typing (evening)	1	1		1
Typing (Sat.)	1			
Typing (adv. with dictaphones (?)				
MISC.				
Civil Service Requirements	1			
Heat Engines - Theory & Practice				1
Industrial Technology			1	
Public Transportation	1			
More shop classes				1
Soldering (?)				
Traffic & Distribution	1			

Business and Transportation Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
BUSINESS (cont.)				
Business English		1		
Business Grammar				1
Business Math	1			1
Insurance classes	1	2	1	5
Installment credit (?)				
Inventory (Warehousing)	2	1		
Real Estate	3	3	4	5
Real Estate Investments				1
Retailing	1			
Supervision retail	1			
Retail Merchandising		1		
Cashiering	1	2		
Cashiers & Sales				1
Fundamentals Retail buying	1			
Buyer's Techniques	1			1
Marketing Research	1	1	1	
Adv. Marketing		1		
Merchandising				1
Purchasing	2			1
Restaurants	1			
Restaurant Management	1			
Restaurant & Hotel Management	2			
Small Business Operations				1
Traffic Management	1			1
Transportation Management		1		1
BUSINESS EQUIPMENT TECHNOLOGY				
Business Equipment	2	1		
Office Machines		1		
Machine operation		1		

Business and Transportation Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
DATA PROCESSING				
Computer Science/Operations	2	5	7	2
Computer Maintenance & Operations	1			
Computer Science (upper division)	1			1
Assemblee	1	1		
Adv. Cobal	1	1		
Flow Charting		1		
Fortran	1	1		
R.P.G. II	1	1		
Cybernetics			1	1
Data Processing		1	1	
Data Processing (on & off campus)	2	2	1	
DIESEL MECHANICS				
Diesel	1			
Marine diesel	1			
Fuel Injection	1			
ECONOMICS				
Ag. Economics			1	1
More economics classes			1	1

Fine, Applied, and Language Arts Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
ART				
Art	1			2
Adv. Art classes (evening)				1
Additional Art Mediums	1			1
Advertising & Commercial Art	1	1		1
Illustration & Commercial Art	1	1		1
More Art History			1	
Arts of Africa				1
Anatomy for Artists				1
Assertiveness Through Art (?)				
Art Workshop (?)				
Graphic Arts				2
Studio Art classes	2	1		
Studio Art for Women (?) (?)	1			
Women in Art (?) (?)	1		1	2
Batik				1
Ceramics			1	7
Crafts	1	1		5
Color Theory	1			1
Design	1			
Drafting	1	2		1
Fabric Design	1			
Jewelry				1
Lithography (?)				
Mechanical Drawing			1	
Metal Shop				1
Needlework				1
Basic Photography		1	2	4
Photography (?)		1		2
Photography (evening)	1			2
Lab Photography				1
Photography of Environment				1
Technical Photography				1
Womens Filmmaking				1
Printing	1	2		1
Pottery		1		
Sculpture			2	3
Weaving				2
Woodworking				1

Fine, Applied and Language Arts Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
DANCE				
Ballet				1
Dance History	1		1	
Dance Workshop (regular dance)	1			
Dance Workshop (Performance)	1			
Modern Dance	1	1		1
Dance Production	1		1	
More daytime dance classes	1			1
More Afro-Haitian Dance	1			
Jazz dancing (daytime)				1
Jazz (morning)				1
Mexican-American-Dance-Ballet Folklores				1
Tap dancing		1		1
DRAMA				
Drama - early a.m.				1
Mime classes		1		1
ENGLISH				
Basic writing workshop				1
Creative Writing (Prose) (?)	1		1	4
Creative Writing for Women (?)				
Someone to help me at home with basic reading & writing. Some people feel better doing it at home.			1	1
English	1		4	2
English 14 (offered more)	1	1	1	1
Broader selection of English & Humanities				

Fine, Applied and Language Arts Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
ENG. (cont.)				
English as a Second Language		1	1	
Grammar	1			
Japanese Literature				1
Journalism		2	1	3
Newswriting		1		1
Broadcasting		2		1
TV & Radio classes	1	1		1
Mass Media classes			1	1
Literature & Writing (adv.)				1
Literary Criticism				
Poetry			1	2
Reading Skills	1			3
Report writing	1	1		
Technical Report Writing		1	1	
Russian Literature			1	1
Speed Reading	4		1	11
FASHION ARTS				
Fashion Arts Alterations	2			
Fashion Arts (alternatives for those who do not want it as a career)				
Fashion Arts Illustration		1		1
	1			
Textiles				2
Pattern Production	1			
Adv. Pattern Making (evening)	1			1
Fitting	2			1
Traditional Tailoring	1	1		1
Fashion Merchandising Art				1

Fine, Applied and Language Arts Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
FOREIGN LANGUAGE				
Foreign Languages	1	1	1	
More foreign languages			1	1
Foreign Language (beside Spanish)			1	
Psycho Linguistics			1	1
Linguistics			1	
Student Conversational Language Lab				1
African Language				1
Elementary Arabic			1	
Cantonese	1			1
Cantonese conversational			1	1
Chinese				1
French		1		2
French conversational (?)			2	4
French (regularly)				1
French (more variety)				1
French (morning)				1
Intermediate French			1	
French 2	1	1		1
Adv. French (Fr. 4) (?)	1		1	2
German			2	4
German conversational			1	
Intermediate German			1	
Greco Roman			1	
Hebrew			1	1
Italian (?)	1	1	1	3
Intermediate Italian			1	
Japanese				3
Latin			1	
Mandarin conversational			1	
Portuguese (?)		1		1
Sign Language	1			
Spanish 1 & 2				1
Intermediate Spanish			1	1
Spanish IV	1	1		1
Adv. Spanish			1	
Adv. Spanish for Spanish Speaking (?)	1			
Tagalog (Philippine Lang.) (?)				

Fine, Applied and Language Arts Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
HUMANITIES				
More Humanities classes (?)				
Hawaiin Culture				
Hebrew Ethnic Studies				1
Religion (beyond intro.)				1
Religions of the World				1
Womens Studies (Art)				1
Womens Studies (Lit.)				2
MUSIC				
Music			1	1
Music (band) at night	1			1
Beginning music (?)				
Music Industry (Business)		1		
Afternoon Music Theory				1
More Music classes	1			1
Harmony				1
Pop Singing				1
Entertainment	1			
Musicianship (?)				
Beginning Piano				1
Classic Piano				1
Piano (?)				5
Piano Lab			1	
Classical Guitar				1
Violin classes (?)				

Fine, Applied and Language Arts Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
SPEECH				
Debate Techniques			1	1
Speech				1
MISCELLANEOUS				
Interior Design	1	2		3
Telegram Program Basic/Lab		1		
Word Processing		1		

Sciences, Physical and Allied Health Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
BIOLOGY				
Biology	1		2	
Biology (night)			1	
Adv. Biological Sciences classes			1	
Bio. 1A, 1B, 1C (Fall)			2	1
Bio. 1A (Winter)			1	
Field Biology				1
Marine Biology			1	2
Micro Biology	1	3	4	1
Botany		1		
Function of the Body (classes in)		1		
Brain & Heart		1		
Cytology		1		
Genetics			1	
Hematology	1			
Marine Mamology				1
Micro-organisms (any class dealing with)			1	1
Physiology (more sections) (?)				
Zoology				1
Invertebrate Zoology				1
CHEMISTRY				
Chem. 1A	1	1	1	
Chem. 1A (in winter)			1	
Chem 1A, 1B (Sat.)			1	
Adv. Chem.			1	
More Chem.			1	
Organic Chem.	1		12	
Quantitative Chem.			1	

Sciences, Physical and Allied Health Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
DENTAL ASSISTING				
Intro. to Dentistry		1		
Crown and Bridge	1	1		1
Dental Assistant (evening) (?)				
Overview of Dental Assisting				1
More adv. Dental Assisting	1			
Dental Hygiene Program	1	1		
Dental Technology	1	1	1	1
ENVIRONMENTAL STUDIES				
Agriculture			1	
Earth Science classes				1
Conservation of California				1
Environmental Impact		1		
Environmental Protection				1
Forestry Courses		1	4	1
Geology			1	1
Herbology				1
Horticulture			1	
Natural Resources			1	
Natural Science			1	1
Oceanography				1
Wilderness Workshop			1	1
Wildlife Preservation				1
GENERAL SCIENCE				
General Science (evening)			1	1
More Science (?)				

Sciences, Physical and Allied Health Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
GEN. SC. (cont.)				
Astrology	1			3
Astronomy				1
Celestial Navigation	1	1		1
HEALTH EDUCATION				
Health Education	1			
Health 5 & 6	1	1	1	
More Health Education				1
First Aid		1		
Nutritional Science		3	5	4
MATHEMATICS				
Mathematics		1	1	
Math (evenings)			1	1
Higher Math			1	
Math 3A, 62		1	1	
Math 4, 5, 6			1	
Math 16A, 16B			1	
Math 24			1	
Math 24 (evening) (?)				
Basic Algebra (Sat.)			1	
Linear Algebra		1		
Calculus	1		5	
Self paced Math Calculus			1	
Calculus (evening)	1		3	3

Sciences, Physical and Allied Health Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
MATHEMATICS (cont.)				
Calculus for engineers			1	
Pre-calculus				1
Analytic Geometry				2
Statistics	1			
Adv. Statistics		1	1	
Spirical Trigonometry			1	
MEDICAL ASSISTING				
Medical Aid	1			
Medical Assistant				1
Medical Billing		1		
Medical Reception		1		
Medical Skills	1	1		
Medical Transcription		1		
Hospital Assistant Training		1		
Basic Midwifery				1
Occupational Therapy Assist. Program			1	
Operating Room Technician Program	1	1		
Optical Class		1		
Orthopedic paraprofessionals (training for)		1		1
Pre-med	1	1		
X Ray Tech	1	5		2
Nursing	4	7	5	3
L.P.N./Nurses Aid Skills	1	1		1
Public Health Nursing		1		

Sciences, Physical and Allied Health Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
NAUTICAL SCIENCES				
Nautical Piloting Skills				1
PHYSICAL EDUCATION				
Better Gym classes				1
Ballooning				1
More Badmitton				1
Baseball				1
Boxing	1	1	2	1
Exercising				1
Football				2
Football Team				1
Gymnastics (evening)				1
Jujitso				1
Judo (Int.)				1
Karate (adv. or int.)				1
Recreational Classes/Studies			1	2
Scuba Certification				1
Self Defense for Women				1
Soccer			2	
Swimming				1
Adv. Tennis (evening)				1
Wrestling	1			
Yoga				1
Yoga (evenings & Sat.)				1
Tai Chi Yoga (p.m. & Sat.)				1

Sciences, Physical and Allied Health Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
PHYSICS				
Physics	1	2	9	1
Physics 1A, 1B, 1C (in Fall)			1	
Physics with Calculus			2	
Physics for Engineers			1	
MISCELLANEOUS				
Cafeteria Training	1	1		1
Consumer Aid				1
Cooking		1		2
Cooking Vegetarian				1
Cosmotology	3	2	1	4
Electronics	5	2		1
EMI I class	1			
Engineering				1
Kinestheology	1			
Lab Procedures (Basic)	1			
Metallurgy	1		1	1
Naturopathy				1
Organic Gardening				1
Pharmacology	2	1		1
Veterinarian Sciences		1		

Social and Behavioral Sciences Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
ANTHROPOLOGY				
Anthropology 3, 4, 5				
ECONOMICS				
General Economics			1	1
more economics				2
ETHNIC STUDIES				
Black Survival				1
Greek cultural Studies				1
Irish cultural Studies				1
Jewish Studies				1
More Ethnic Studies				3
GEOGRAPHY				
Geography 1 & 2				1
Paleontology			1	
Economic Geography			1	
HISTORY				
History			4	1
History (p.m.)			1	
U.S. History			1	
Classical World History (p.m.)				
More History classes			1	

Social and Behavioral Sciences Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANSFER	FOR PERSONAL GROWTH
HISTORY (cont.)				
Afro and American Black leaders				1
History of Japan				1
Jewish History class			1	1
Native American History				1
Puerto Rican History				1
PHILOSOPHY				
Existentialism paraphysics				1
Oriental philosophy				1
POLITICAL SCIENCE				
Police Science		1		2
More Political Science courses			1	
Public Policy			1	
Everyday Law				1
Intro. to Law		1		
Pre Law classes				1
Basic Law Studies		2	1	1
Adv. Law Studies		1	1	1
Intro. to Criminal Law		1		
Criminal Law				1
Criminology	1			
Juvenile Law		1		
Law classes	1		2	2
Law and drug classes	1			
Mock Court Sessions		1		
Law clerk		1		

Social and Behavioral Sciences Division

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
PSYCHOLOGY				
Psychology	2	1	1	
More Psych. classes (?)				
Abnormal psych.		1		
Problems of the Aged		1		1
Jungarian psych.				1
Women in Psych.	1			
Gestalt Theory			1	
Family Theory			1	
Parenting				1
Child development	1	1	1	1
Child Psych.				1
Child Care		1		
Business Communication Assertiveness	1			1
Assertiveness Training				4
Assertiveness Training for Women	1	1		
Self Improvement Class				2
Better understanding		1		
Learning to Relax minds	1			
Raza encounter group				1
Transcendental Meditation				2
Interpersonal Communications				2
Awareness	1			
Communications	1			
Life				1
Male/Female Group Discussions				1
SOCIAL SCIENCE				
Bilingual Education (?)		1		1
Education	1	1		
Elementary Education				1
Intro. to Special Education			1	1
Religious courses (?)				
Social Problems (?)				

SOCIAL AND BEHAVIORAL SCIENCES
DIVISION

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
SOCIAL SCIENCES (cont.)				
Library Techniques	1	1		1
Librarian Technician class	1	1		
Womens Studies	1		1	2
SOCIOLOGY				
Mens Role Examination				1
Social Work Training	1	1	1	
Social worker				1
URBAN STUDIES				
Urban planning		1		
MISCELLANEOUS				
General Information on other countries				1

Other

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
GENERAL COLLEGE INFORMATION				
General requirements for A.A. degree			1	
Academic policy			1	1
College Orientation/Planning for college			2	1
Life planning				1
How to study				1
Skill related problem		1		
Tutoring (?)				
Women re-entry				1
College work preparation				
Co-counseling				1
Counseling class	1	1		
More trade programs		1		1
Basic classes (?)				
More variety of classes				
Class relating to outside world	1	1	1	1
More night classes				
General Education classes			1	
Independent study that isn't hard to find a professor for.				1
Brush-up for G.R.E.				1
VOCATIONAL TRAINING/PREPARATION				
Class on civil service (to score high)		1		
Grooming for students preparing to look for work.		1		1
How to go through interviews	1	1	1	1
Planning for a career (in business like government opportunities)	1			
Planning for a career	1	2		2
Career planning for women (?)				
How to get a job quick		1		

Other

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
VOC. TRAINING/PREP. (cont.)				
Job skills	1			1
Job sessions	1			
Job reference centers	1			
More career training		1		
Work experience/on job training	1	1		2
Outside work credit	1			1
Vocational counseling training			1	
MISCELLANEOUS (alphabetic)				
Architecture		1	1	2
Architecture (Landscape)			1	
Archaeology (study of)	2	2	2	2
Broadcast engineering		1		1
Cake decorating				1
Carpentry		1		
Child care		1		2
Construction	1			
Construction survey		1		
Cooking				2
Chinese cooking				1
Mexican cooking				1
Cosmotology	1			1
Criminology		1		
Culenary Art	1			
Model die casting				1
Drafting	1	1		1
Driver training	1		1	1
Drycleaning		3		
Electronics				

Other

	IMPROVE JOB SKILLS	TO GET A JOB	TO TRANS-FER	FOR PERSONAL GROWTH
Fire science		1		
Flower arranging				1
Physical geography				1
Hair styling	2			
I Ching				
Interior decorating/Home Improvement		1		2
Internship in P.J.	1			
Industrial work	1	1		1
Administration of Justice		1		
Locksmith	1	1		1
Law Enforcement		1	1	1
Machine shop (skills)	2	3		2
Personal management (how to handle red tape)				1
Materials handling	1			1
Mechanical drafting	1			
(CAI)-Media Lab classes			1	1
Military (morning) ROTC	1	1	1	2
Modeling		2		1
Plumbing	1			
Policy Science		1		
Juvenile Police or Narc.		1		
Self-improvement (makeup and dress)				1
Shoe repair				1
Evening shop	1			
Space awareness	1			
Travel Education (?)				
Waitressing		1		1

APPENDIX 3

SURVEY INSTRUMENT

THE COLLEGE OF ALAMEDA GREATLY APPRECIATES YOUR PARTICIPATION IN ONE OF THE MOST IMPORTANT RESEARCH STUDIES EVER CONDUCTED HERE. WE ARE INTERESTED IN FINDING OUT ABOUT YOUR EDUCATIONAL NEEDS AS A STUDENT.

PLEASE HELP US BY HONESTLY ANSWERING THE QUESTIONS THAT FOLLOW IN TERMS OF WHAT YOU NEED. PLEASE DO NOT ANSWER IN TERMS OF WHAT YOU THINK OTHER STUDENTS MAY NEED. WE WISH TO MAKE IT POSSIBLE FOR YOU TO RESPOND AS FREELY AS YOU LIKE. THEREFORE, PLEASE DO NOT WRITE YOUR NAME ON TH. ; QUESTIONNAIRE.

BE SURE TO CAREFULLY READ THE DIRECTIONS TO EACH QUESTION BEFORE YOU ANSWER IT.

THANK YOU FOR YOUR HELP.

EDUCATIONAL NEEDS ASSESSMENT QUESTIONNAIRE

PLEASE IGNORE THE NUMBERS IN PARENTHESES. THEY ARE FOR THE COMPUTER RATHER THAN FOR YOU.

NOTE: Questions 1, 2, and 3 are optional. However, to more accurately meet your needs as a student we would appreciate your answering them.

1. How old are you?

(1) _____ 16 - 18 (4) _____ 25-27 (7) _____ 42 - 49 (6)

(2) _____ 19 - 21 (5) _____ 28 - 34 (8) _____ 50 or older

(3) _____ 22 - 24 (6) _____ 35 - 41

2. Sex: (1) _____ Male (2) _____ Female (7)

3. What do you consider as your primary ethnic group?
(PLEASE CHECK (✓) ONE ONLY.)

(1) _____ American Indian/Native American (8)

(2) _____ Black/Afro-American

(3) _____ Chicano/Latin American

(4) _____ Oriental/Asian American

(5) _____ White/Caucasian

(6) _____ Other (Please specify:_____)

4. Was English the first language you learned to speak? (1) _____ Yes (2) _____ No (9)

5. Are you a veteran? (1) _____ Yes (2) _____ No (10)

6a. Do you have any kind of disabling condition or recurrent health problem?

(1) _____ Yes (2) _____ No (11)

6b. Do you have any severe learning problems? [redacted]

(1) _____ Yes (2) _____ No (12)

6c. If yes to 6a or 6b, does this condition or problem limit your activities (school, job, etc.)?

(1) _____ Yes (2) _____ No (13)

7. PLEASE CHECK (✓) THE ONE STATEMENT WHICH BEST APPLIES TO YOU.

(1) _____ This is the first quarter I have enrolled at the College of Alameda. (14)

(2) _____ I have enrolled before at the College of Alameda, but received no credit.

_____ I am a continuing student. I have completed the following number of quarters at the College of Alameda:

(3) _____ one quarter (5) _____ four to six quarters

(4) _____ two or three quarters (6) _____ more than six quarters

8a. Have you been enrolled at any high school or college during the past five years?

(1) _____ Yes (PLEASE SKIP TO QUESTION NUMBER 9.) (15)

(2) _____ No (PLEASE ANSWER QUESTION 8b.)

8b. If your answer to the above question (number 8a) was NO, what (if any) special counseling or other services could the College of Alameda offer to help serve you better?

_____

_____

_____

9. I am currently enrolled in: (PLEASE CHECK (✓).)

(1) _____ 1 - 5 units (16)

(2) _____ 6 - 8 units

(3) _____ 9 - 11 units

(4) _____ 12 or more units

10. My reasons for coming to the College of Alameda were:
(CHECK (✓) AS MANY AS APPLY.)

(17) _____ Low cost.

(18) _____ College of Alameda is close to where I live.

(19) _____ Prefer the quarter system to the semester system.

(20) _____ My friends were enrolled or planning to enroll.

(21) _____ To enroll in a specific occupational program (dental assisting, fashion arts, auto mechanics, etc.) offered at the College of Alameda.

(22) _____ To qualify for some kind of funding (VA benefits, grants, work-study, etc.).

(23) _____ The size of the campus.

(24) _____ The atmosphere of the College.

(25) _____ Wasn't sure what else to do.

(26) _____ Couldn't find a job so decided to go to school. (17-34)

(27) _____ Didn't qualify for admission to a four-year college.

(28) _____ College of Alameda is close to where I work.

(29) _____ Advice of my friends.

(30) _____ Advice of a high school counselor or teacher.

(31) _____ My parents wanted me to attend.

(32) _____ To test my ability to do college work.

(33) _____ Didn't have anything better to do.

(34) _____ Other:_____

11. While at the College of Alameda I plan to:
(PLEASE CHECK (✓) THE ONE ANSWER THAT BEST APPLIES TO YOU.)

(1) _____ Take classes I would enjoy, with no particular degree in mind. (35)

(2) _____ Take classes to help me on the job (learn new skills, classes required for a promotion or pay raise, etc.), with no particular degree in mind.

(3) _____ Earn an A.A. or A.S. degree or Certificate of Completion in an occupational program (auto mechanics, dental assisting, etc.). (PLEASE BE SURE TO ANSWER QUESTION NUMBER 12 BELOW.)

(4) _____ Earn an A.A. or A.S. degree in an academic area (history, English, etc.) with no plans to transfer to a four-year college or university. (PLEASE ANSWER QUESTION NUMBER 13 BELOW.)

(5) _____ Earn an A.A. or A.S. degree in an academic area and transfer to a four-year college or university. (PLEASE ANSWER QUESTION NUMBER 13 BELOW.)

(6) _____ Transfer to a four-year college or university without obtaining an A.A. or A.S. degree. (PLEASE ANSWER QUESTION NUMBER 13 BELOW.)

(7) _____ Take classes just to improve basic language and math skills. I might later be interested in a degree or transferring to a four-year college.

(8) _____ Other (Please specify: _____)

12. FOR OCCUPATIONAL STUDENTS ONLY

My program or intended program is:
(PLEASE CHECK (✓) ONE ONLY.)

(21) _____ Auto Body and Paint (36-37)

(22) _____ Auto Mechanics

(23) _____ Aviation Maintenance

(24) _____ Aviation Operations

(11) _____ Business Equipment Technology

(12) _____ Data Processing

(81) _____ Dental Assisting

(25) _____ Diesel Mechanics

(41) _____ Fashion Arts

(91) _____ Hosting Services Technology

(13) _____ Marketing and Purchasing

(82) _____ Medical Assisting

(14) _____ Secretarial Science (Office Education)

(92) _____ Special Education Assistant

(42) _____ Custom Upholstery

(43) _____ Occupational Upholstery

(00) _____ Undecided

(09) _____ Other: _____

_____

13. FOR ACADEMIC (NON-OCCUPATIONAL) STUDENTS ONLY

My major or intended major is in the area of:
(PLEASE CHECK (✓) ONE ONLY.)

(91) _____ Anthropology
(31) _____ Art
(61) _____ Biology
(11) _____ Business
(62) _____ Chemistry
(32) _____ Dance
(33) _____ Drama
(12) _____ Economics
(51) _____ English
(63) _____ Environmental Studies
(52) _____ French
(01) _____ General Education
(64) _____ General Science
(92) _____ Geography
(81) _____ Health Education
(93) _____ History
(34) _____ Humanities (38-39)
(65) _____ Math
(35) _____ Music
(66) _____ Nautical Science
(94) _____ Philosophy
(71) _____ Physical Education
(67) _____ Physics
(95) _____ Political Science
(96) _____ Psychology
(97) _____ Social Science
(98) _____ Sociology
(53) _____ Spanish
(54) _____ Speech
(00) _____ Undecided
(09) _____ Other: _____
_____

14. If the College of Alameda were to develop a major in any of the following areas, how interested would you be in obtaining an A.A. or A.S. degree in one of them? (FOR EACH PROGRAM BELOW, PLEASE INDICATE YOUR INTEREST BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN.)

	I would like to work for an A.A. degree in this area	I would take some classes, but probably not work for an A.A. degree	I would probably not take any of the classes in this area	
Bilingual Education Aide	(1) _____	(2) _____	(3) _____	(40)
Earth Sciences	(1) _____	(2) _____	(3) _____	(41)
Geology	(1) _____	(2) _____	(3) _____	(42)
Instructional Services (Media Aide)	(1) _____	(2) _____	(3) _____	(43)
Insurance	(1) _____	(2) _____	(3) _____	(44)
Nautical Science	(1) _____	(2) _____	(3) _____	(45)
Religious Studies	(1) _____	(2) _____	(3) _____	(46)
Ethnic Studies	(1) _____	(2) _____	(3) _____	(47)
Women's Studies	(&) _____	(-) _____	(0) _____	(47)

15a. Most of the classes I am presently taking are:
(PLEASE CHECK (✓) ONE ONLY.)

(1) _____ Morning only (8 a.m. - 12 noon) (48)

(2) _____ Afternoon only (12 noon - 3 p.m.)

(3) _____ Morning and afternoon (8 a.m. - 3 p.m.)

(4) _____ Late afternoon only (3 p.m. - 6 p.m.)

(5) _____ Evening only (6 p.m. - 10 p.m.)

(6) _____ Saturday only (8 a.m. - 1 p.m.)

(7) _____ Day and evening

(8) _____ Day and Saturday

(9) _____ Evening and Saturday

(0) _____ Other: _____

15b. I would prefer to take classes in the:
(PLEASE CHECK (✓) ONE ONLY.)

(1) _____ Morning only (8 a.m. - 12 noon) (49)

(2) _____ Afternoon only (12 noon - 3 p.m.)

(3) _____ Morning and afternoon (8 a.m. - 3 p.m.)

(4) _____ Late afternoon only (3 p.m. - 6 p.m.)

(5) _____ Evening only (6 p.m. - 10 p.m.)

(6) _____ Saturday only (8 a.m. - 1 p.m.)

(7) _____ Day and evening

(8) _____ Day and Saturday

(9) _____ Evening and Saturday

(-) _____ It doesn't matter

(0) _____ Other: _____

15c. Most of the classes I am presently taking are:
(PLEASE CHECK (✓) ONE ONLY.)

(1) _____ On the College of Alameda campus (including the Air Facility) (50)

(2) _____ Off campus (outreach program)

(3) _____ Both

15d. I would prefer to take classes:
(PLEASE CHECK (✓) ONE ONLY.)

(1) _____ On the College of Alameda campus (including the Air Facility) (51)

(2) _____ Off campus

(3) _____ Both

(4) _____ It doesn't matter

16. How important to you NOW are each of the following needs?
(PLEASE RESPOND TO EACH STATEMENT BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN.)

	Very Important (need)	Important (can use)	Unimportant (don't need)	Don't Know	
Improve basic reading and writing skills.	(1) ____	(2) ____	(3) ____	(4) ____	(52)
Improve basic math skills.	(1) ____	(2) ____	(3) ____	(4) ____	(53)
Develop better study skills and habits.	(1) ____	(2) ____	(3) ____	(4) ____	(54)
Speed reading.	(1) ____	(2) ____	(3) ____	(4) ____	(55)
Take a Saturday family reading program (to improve basic reading skills).	(1) ____	(2) ____	(3) ____	(4) ____	(56)
Take self-improvement classes or workshops such as interpersonal relations, values clarification, assertiveness training, etc.	(1) ____	(2) ____	(3) ____	(4) ____	(57)
Take a college orientation class to learn about college and academic policy; rules and regulations; transfer and degree requirements; who to see for special needs, etc.	(1) ____	(2) ____	(3) ____	(4) ____	(58)
Take a class in how to use the library.	(1) ____	(2) ____	(3) ____	(4) ____	(59)
Take a career planning class.	(1) ____	(2) ____	(3) ____	(4) ____	(60)
Make use of a career education center or career library.	(1) ____	(2) ____	(3) ____	(4) ____	(61)
Obtain special assistance in getting into a nontraditional career (for women: plumber, electrician, etc.; for men: nursing, secretary, etc.).	(1) ____	(2) ____	(3) ____	(4) ____	(62)
Talk with my instructors on a regular basis outside of class to discuss my progress.	(1) ____	(2) ____	(3) ____	(4) ____	(63)
Talk with my instructors about jobs in their particular area of instruction, which classes to take, etc.	(1) ____	(2) ____	(3) ____	(4) ____	(64)

17. I wish the College of Alameda would offer the following classes:

NAME OF CLASS	PURPOSE: To help me keep a job or improve job skills	To help me get a job	To Transfer	For Personal Gain
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

18. How important to you NOW are each of the following?
(FOR EACH ITEM BELOW PLEASE CHECK (✓) THE APPROPRIATE COLUMN.)

	Very Important (need)	Important (can use)	Unimportant (don't need)	Don't Know	
Have counselors available in the evenings.	(1) ____	(2) ____	(3) ____	(4) ____	(65)
Have counselors available on Saturdays.	(1) ____	(2) ____	(3) ____	(4) ____	(66)
Talk with a counselor to help me plan the classes I should take.	(1) ____	(2) ____	(3) ____	(4) ____	(67)
Talk with a counselor to help me with my plans to transfer to a four-year college.	(1) ____	(2) ____	(3) ____	(4) ____	(68)
Talk with a counselor for personal reasons.	(1) ____	(2) ____	(3) ____	(4) ____	(69)
Talk with a counselor who is specially trained to work with disabled students.	(1) ____	(2) ____	(3) ____	(4) ____	(70)
Take an interest, aptitude, I.Q. or diagnostic test.	(1) ____	(2) ____	(3) ____	(4) ____	(71)
Have someone help me to learn to study better.	(1) ____	(2) ____	(3) ____	(4) ____	(72)
Talk with a student who has been trained as a peer counselor.	(1) ____	(2) ____	(3) ____	(4) ____	(73)
Prefer to talk with a male counselor.	(1) ____	(2) ____	(3) ____	(4) ____	(74)
Prefer to talk with a female counselor.	(1) ____	(2) ____	(3) ____	(4) ____	(75)
Prefer to talk with a minority counselor.	(1) ____	(2) ____	(3) ____	(4) ____	(76)
Prefer not to talk with any counselor.	(1) ____				(77)
Why not?	_____				
	_____				

19. If you feel the need to rap (talk about whatever is on your mind) more than you are able to now while attending the College of Alameda, how do you think this could best be done?
(PLEASE CHECK (✓) AS MANY AS APPLY.)

(6) ____ Does not apply to me. (PLEASE SKIP TO QUESTION 20a.) (6-14)

(7) ____ In classes.

(8) ____ Women's center rap groups.

(9) ____ Men's center rap groups.

(10) ____ Groups led by counselors.

(11) ____ In special psychology courses.

(12) ____ Individual sessions with a counselor.

(13) ____ With a peer counselor.

(14) ____ Student activities (clubs).

20a. Are you aware of the due process/grievance procedures which you may use as a student to protect your rights while on campus?

(1) _____ Yes (2) _____ No (15)

20b. Do you think information such as requirements for an A.A./A.S. degree, transferability of courses, and prerequisites for courses should be listed in the Schedule of Classes?

(1) _____ Yes (2) _____ No (16)

20c. Are you satisfied with the College of Alameda's present grading policy?

(1) _____ Yes (2) _____ No If not, what changes would you make? _____ (17)

_____

_____

20d. Are you satisfied with the College of Alameda's class attendance policy?

(1) _____ Yes (2) _____ No If not, what changes would you make? _____ (18)

_____

_____

20e. What services would you like to have in the College of Alameda library that are not presently offered?

_____

_____

21. Would you make use of a housing referral service to help you find an apartment or other living accomodations?

(1) _____ Yes (2) _____ No (19)

22a. Do you need someone to take care of your children while you are attending the College of Alameda?

(1) _____ No (PLEASE SKIP TO QUESTION 23a.) (20)

(2) _____ Yes If yes, how many children (in each age bracket) in your household need child care?

(21) _____ 1 mo.-2 yrs. (22) _____ 2-5 yrs. (23) _____ over 5 yrs. (21-23)

22b. Please indicate the time of day you need someone to care for your children:
(PLEASE CHECK (✓) ONE ONLY.)

(1)_____ For morning classes only. (6) _____ For Saturday classes only. (24)

(2)_____ For afternoon classes only. (7) _____ For day and evening classes.

(3)_____ All day. (8) _____ For day and Saturday classes.

(4)_____ For late afternoon classes only. (9) _____ For evening and Saturday classes.

(5)_____ For evening classes only.

22c. Are you presently using the College of Alameda Child Care Center? (25)

(1) _____ Yes (2) _____ No

If NO, why not?
(PLEASE CHECK (✓) THE ONE ANSWER THAT BEST APPLIES TO YOU.) (26)

(1) _____ I didn't know about the Child Care Center.

(2) _____ I did not qualify because I applied too late.

(3) _____ I did not qualify because my income was too high.

(4) _____ Other: _____

22d. Would you make use of a referral service for off-campus child care? (27)

(1) _____ Yes (2) _____ No

23a. Do you need assistance in finding a job while you are enrolled at the College of Alameda? (28)

(1) _____ Yes (2) _____ No

IF YES, PLEASE CHECK (✓) ONE OF THE FOLLOWING: (29)

(1) _____ I would prefer a part-time job.

(2) _____ I would prefer a full-time job.

23b. Do you think you will need assistance in finding a job after you complete your studies at the College of Alameda? (30)

(1) _____ Yes (2) _____ No

IF YES, PLEASE CHECK (✓) AS MANY AS APPLY: (31-36)

(31) _____ I would prefer a part-time job.

(32) _____ I would prefer a full-time job.

(33) _____ I expect to find a job related to my area of study at the College of Alameda.

(34) _____ I expect my instructors to help me find a job.

(35) _____ I expect the College Placement Office to help me find a job.

(36) _____ Other comments: _____

_____

(PLEASE CONTINUE ON TO THE NEXT PAGE)

24a. How important are the following in assisting you to attend this college? (PLEASE RESPOND TO EACH STATEMENT BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN.)

	Very Important	Important	Not Important	
Financial assistance for books and supplies.	(1) ____	(2) ____	(3) ____	(37)
Financial assistance for meals on campus.	(1) ____	(2) ____	(3) ____	(38)
Financial assistance for transportation to and from campus.	(1) ____	(2) ____	(3) ____	(39)
Financial assistance for other expenses such as housing, dental, ical care, etc.	(1) ____	(2) ____	(3) ____	(40)

24b. Have you applied for financial assistance at the College of Alameda?

(1) ____ No (PLEASE SKIP TO QUESTION 24d.) (41)

(2) ____ Yes (SEE BELOW. CHECK (✓) AS MANY AS APPLY.)

	I applied for:	I received:	I would have preferred to receive:	
BEOG	(1) ____	(2) ____	(3) ____	(42)
EOP	(1) ____	(2) ____	(3) ____	(43)
VA Benefits	(1) ____	(2) ____	(3) ____	(44)
Work-Study	(1) ____	(2) ____	(3) ____	(45)
Loan	(1) ____	(2) ____	(3) ____	(46)
Meal Tickets	( ) ____	(2) ____	(3) ____	(47)
Nothing	(1) ____	(2) ____	(3) ____	(48)

Other: _____

24c. If you received your financial aid later than needed, what happened? (CHECK (✓) AS MANY AS APPLY.)

(49) ____ Had to borrow money for books and supplies. (49-53)

(50) ____ Had to drop one or more classes.

(51) ____ Could not buy books and supplies when needed.

(52) ____ Nothing happened.

(53) ____ Other: _____

(PLEASE CONTINUE ON TO THE NEXT PAGE)

24d. IF YOU ARE NOT RECEIVING FINANCIAL ASSISTANCE FROM THE COLLEGE OF ALAMEDA, PLEASE CHECK (✓) AS MANY AS APPLY TO YOU:

(54) _____ I do not need financial assistance. (54-60)

(55) _____ I applied for financial assistance but didn't qualify for it.

(56) _____ I applied for financial assistance but my application was late. (Applied after September 15)

(57) _____ I applied for financial assistance but there were no more funds available.

(58) _____ I was interested in applying for financial assistance, but the procedures were too difficult or a hassle and I gave up.

(59) _____ I was interested in applying, but I could not find anyone who would help me fill out the forms.

(60) _____ Other: _____

25. While attending the College of Alameda I would like to have the following services available: (FOR EACH ITEM BELOW PLEASE CHECK (✓) AS MANY TIME PERIODS AS APPLY.)

	DAY	EVENING	SAT.	WOULD NOT USE	
On-campus health aid	(1)_____	(2)_____	(3)_____	(4)_____	(61)
Veteran's affairs	(1)_____	(2)_____	(3)_____	(4)_____	(62)
Services for disabled students (registration assistance, special parking, etc.)	(1)_____	(2)_____	(3)_____	(4)_____	(63)
Financial aid	(1)_____	(2)_____	(3)_____	(4)_____	(64)
On-campus legal aid	(1)_____	(2)_____	(3)_____	(4)_____	(65)
Safety and police services	(1)_____	(2)_____	(3)_____	(4)_____	(66)
Food services (cafeteria)	(1)_____	(2)_____	(3)_____	(4)_____	(67)

26. I would like to participate in: (PLEASE CHECK (✓) AS MANY AS APPLY.)

(69)_____ Clubs and organizations. My special area of interest is: _____ (69-73)

_____

(70)_____ Student government.

(71)_____ Intercollegiate athletics.

(72)_____ On-campus recreational activities. My special areas of interest are: _____

_____

(73)_____ I am not interested in extra-curricular activities.

(PLEASE CONTINUE ON TO THE NEXT PAGE)

27. Would you make use of any of the following?
(FOR EACH ITEM BELOW, PLEASE INDICATE A YES OR NO RESPONSE.)

	YES	NO		
A quiet place to study (other than the library).	(1) ____	(2) ____	(6)	(6-11)
A place to meet other people.	(1) ____	(2) ____	(7)	
A men's resource center.	(1) ____	(2) ____	(8)	
A women's resource center.	(1) ____	(2) ____	(9)	
A place to meditate.	(1) ____	(2) ____	(10)	
A place to relax between classes.	(1) ____	(2) ____	(11)	

Other: _____

_____

28. If each of the following were available would you make use of them?
(PLEASE CHECK (✓) AS MANY AS APPLY.)

	YES	NO	DON'T KNOW	
Instructional TV or video tape (in the classroom).	(1) ____	(2) ____	(3) ____	(12)
Individualized self-paced courses.	(1) ____	(2) ____	(3) ____	(13)
Short courses.	(1) ____	(2) ____	(3) ____	(14)
Special workshops.	(1) ____	(2) ____	(3) ____	(15)
Televised classes (shown on TV in your home).	(1) ____	(2) ____	(3) ____	(16)
Use of instructional media (TV, tapes, films, etc.).	(1) ____	(2) ____	(3) ____	(17)

29. I would like to have the following learning assistance programs available for my use:
(PLEASE CHECK (✓) AS MANY AS APPLY.)

(18) ____ One-to-one tutoring in a specific academic area of study. (18-24)

(19) ____ One-to-one tutoring in an occupational area (automotive, etc.) of study.

(20) ____ A personalized survival skills program (to improve basic reading and math skills) with close supervision.

(21) ____ An independent individualized program (with little or no supervision).

(22) ____ Learning assistance with related books and learning aids geared to specific classes at the College of Alameda.

(23) ____ Small group tutoring (with others who have similar needs).

(24) ____ Other: _____

_____

(PLEASE CONTINUE ON TO THE NEXT PAGE)

30. PERSONAL COMMENTS: We invite you to use the space below to tell us more about how you would like the College of Alameda to help serve you as a student.

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 16 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES